

Educational Supplement

JANUARY 8 1984 NUMBER 3523

FIRST PUBLISHED 1910 PRICE 50p

Vocational examining and validating
bodies set 1985 launch dateSchools to
be offered
new practical
curriculum

by Mark Jackson

Schools throughout England and Wales are to be offered a new practical curriculum for the majority of their pupils from next year. It will lead to a series of pre-vocational and technical awards, paralleling the existing academic examinations.

The new system is to be launched in September 1985 by the two main vocational examining and validating bodies, the City and Guilds Institute and the Business and Technician Education Council. The Education Secretary has yet to announce his formal approval, but the development of the scheme has been strongly encouraged by his senior officials.

The new curriculum will be based initially on the existing pre-vocational and foundation courses offered by the two bodies, which are being followed by around 90,000 pupils in schools and colleges.

It will aim to provide general education through learning programmes based on practical activities instead of formal subject teaching. Progress and achievements will be recorded on profiles, and on a certificate which will be awarded to leavers.

It is expected that pupils up to 16 will follow an "orientation" programme in which the practical activities will be used as a motivation for general education while providing them with the chance to explore their aptitudes. Most 16-year-olds will then go on to a second phase which will combine training with education, and include specific occupational skills.

Pupils who stay on beyond 16 are likely to qualify for the existing 17-plus certificate, which is already being run jointly by City and Guilds and BTEC. Those who leave earlier will still get a certificate, which is likely to be in a similar form. They will be able to go on to improve their level of qualification by part-time studies.

The two bodies intend that the certificate should be usable as an entry qualification for their own more advanced courses and for other studies. They hope that there will be arrangements with the school examining bodies for reciprocal recognition of qualifications, so that pre-vocational achievements can count towards GCE, and GCE progress be recorded on the leaving certificate.

It is also planned that the certificate should provide a route into higher

education through an extension of the arrangements under which some former TEC awards are already accepted as the equivalents of O and A level.

It is also intended to coordinate the new system with Youth Training Scheme courses, developing a common framework of studies and, if possible, certification. More immediately, the system will provide a framework of assessment and certification for many of the pupils following courses in schools and colleges under the Government's Technical and Vocational Education Initiative.

In a joint statement this week CGLI and BTEC make it plain that they are launching the system in response to calls both from the Government and the local authorities.

The statement points out that when he asked them to set up the 17-plus, the Education Secretary also requested them "to establish arrangements for a system of a pre-vocational education on a national basis." They add that schools, colleges, and I.C.S.s have made it clear to them that they are seeking "a national curriculum which is complementary to the academic route and which is institutionally, administratively and financially viable."

Mr Basil Hanson, CGLI's controller, said that the National Association of Head Teachers had been involved in the discussions which had led to the plan, and had given its "warm support".

He explained that the Institute and BTEC accepted that there were other bodies heavily involved in providing pre-vocational courses, but had decided that the only way to get the scheme off the ground quickly was to go it alone for the time being. If bodies such as the Royal Society of Arts subsequently decided that they wanted to come in, then they were likely to be very welcome.

Although the present plan provides only for the non-academic pupils, behind it lies a vision of radical change for all. A report prepared by the Institute suggests that vocational preparation is essential to the development of all young people, and its senior officials hope that the new approach will be so popular that it will become the basic form of learning for all pupils, with academic options added for the minority.



A Koranic school in northern Nigeria seems unaffected by the military coup, but the country's new rulers will need to tackle the chronic chaos of schools and colleges. Universal primary education was introduced eight years ago by the last military government, when oil revenues were flowing freely, but the country is now unable to run this massive system. Observers say local administrations are corrupt and inefficient, funds are mismanaged, and in some places have run out altogether, leaving schools closed and teachers unpaid.

Hell of a
hard time

by Diane Spencer

Primary school teachers are prepared to put up with "two or three years of hell" rather than admit they have failed in their chosen career, according to a research study.

Dr Jennifer Nias, of the Cambridge Institute of Education, told a conference in Birmingham this week that the cost of failure was high in terms of hurt pride, inadequacy and guilt.

Most of her sample of 99 had chosen to become primary teachers and in taking Post Graduate Certificate of Education courses they had at first to overcome resistance from friends, family and university lecturers.

Yet they found their first experience of teaching very hard. They recalled for periods varying between three months and two years being permanently tired, forcing from one infection to another and finding it hard to sustain a social life "apart from the weekly meal in the pub with other teachers".

"Locked into a cycle of sleep and work they felt they were becoming boring, narrow minded and petty," Dr Nias told delegates at the International Society of Education conference. "Their recollection of their early years in teaching made consistent and depressing listening," she added.

She also discovered that self fulfilment was the driving force for all her interviewees.

Schools Council in
its final throes

by Biddy Passmore

The last nail was hammered into the Schools Council's coffin this week, with the issue of redundancy notices to the 90 remaining staff. And the School Curriculum Development Committee, one of the two bodies set up to replace it, holds its first meeting today.

The issue of redundancy notices—held up until the new year so as not to spoil the season of goodwill—comes 20 years after the council was established and a full two years after Sir Keith Joseph, the Education Secretary, told a startled educational world he was going to abolish it.

The future of most of its remaining staff is still uncertain. About 25 are likely to find posts in a "common services unit", which will look after finance, personnel and information for both of the new bodies, the Curriculum Committee, and the Secondary Examination Council. Both will be housed in the same building in Notting Hill Gate in London.

The SEC, which started work last May, has already absorbed five of the Schools Council's former employees, including Mr Peter Dines as deputy chief executive, and is not expected to expand much beyond its present complement of 15.

The new curriculum body now has a committee of 24 but so far only one

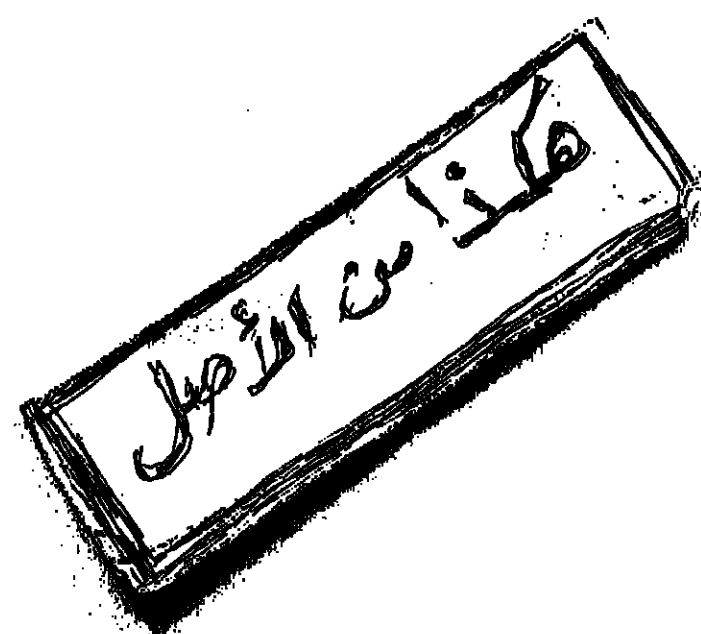
member of staff: Mr Keith McWilliam, the new chief executive, who has been acting secretary of the Schools Council.

Further appointments must await decisions on the committee's programme and structure. They will be only briefly discussed today and thrashed out in detail at a two-day meeting at the beginning of February. Sir Keith has told the Commons he expects the new body to have a staff of about 50.

One contentious issue has been resolved: the payment of redundancy money to former Schools Council staff who take up jobs with the two replacement bodies. The DES and the Treasury had originally demanded that they should either waive the redundancy pay or give it back.

The change of heart came after a joint approach to Sir Keith by the two chairmen: Sir Wilfred Cockcroft of the SEC and Professor Roger Bils-Stoyle of the Curriculum Committee. They told him that refusal to allow the employees to keep their redundancy pay would lead to their resignation and thus cost the Exchequer just as much in the end.

The dispute is seen by Schools Council staff as just one further episode in a long and sorry saga of bungling since the decision to wind up the council.



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NAPE probe

An investigation into non-advanced further education is urged by Sir James Hamilton

Cabinet papers

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Platform

Dorothy Davis on the irrelevance of the comprehensive v. selective debate for inner city children. George Nicholson defends the GLC's funding policy

Twilight zone

Evening classes that are helping to overcome the double disadvantage suffered by black working class children

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EXTRA
Travel: tips to plan



One thing you have to hand to the intrepid leaders of the majority party in Hereford and Worcester. They know how to 'keep a shy and retiring county', of great natural beauty and rural charm in the headlines. It isn't fees for music (teaching or secondary reorganization), it is school meals for teachers or prefabricated milch cows. Now with the first chimes of the new year comes a new controversy, as the county gives notice of its intention to discontinue the present arrangements for pension enhancement for teachers who elect to take premature retirement. Predictably this has caused a stir. Both the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers have been up in arms, fearing that this may be the prelude to making teachers compulsorily redundant.



Pace Hereford and Worcester, there

Early retirement will certainly be required as a tool of management and it will be in the interest both of teachers and their employers that it should be used for this purpose to ease the

At the secondary level the demographic pattern is very different. It will be another seven or eight years before the secondary school population hits bottom and starts to climb out of the valley. Here, too, the continued provision for the premature retirement, on

At some stage – though not for a year or two, yet – the point is going to be reached when early retirement will have to be augmented – not replaced

...no comment

by David Lister and John O'Leary

A dirty story

Earlier, the conference was told that

A full report of the conference will appear next week.

other colleges, and authority representation on the merger institution governing body - **THES**



by Bert Lodge

The council is expected to have completed its first review of all courses by 1988.

...

Why the West must stay with UNESCO

Unesco's phase four is that of direct and active "politicization," inspired by the Arab-Israeli wars. The Arab States concerned to use Unesco as the soft underbelly of the UN system, to exploit educational, scientific and cultural issues as a means to attack the Jewish state. In the same time, the Arab States are using the Unesco

But each member state has one vote. So there's a built-in tendency for the bloc of developing nations to try to



The clever Director General realized that, though he may make strings. Don Quixote-like speeches about the West's duty to the developing world, he can best further his beliefs by walking a tight-rope behind the scenes, keeping all sides reasonably happy. **Bob Mahon**, Amador-Mahar's predecessor as Director General, did care greatly about development, and for that cause screwed all he could out of member states. But he knew when to pull in his horns, and did not allow himself to be associated with any one bloc.

If there is any element of shock inducing bluff in the American way they should not take it to the point of preaching for M'Bow's resignation. That would only inflame the passions of his supporting Third World states. The West should stay on the sidelines but should encourage some of his more sober friends from the Third World to take M'Bow for a cooling walk in the Bois de Boulogne, reminding him in their always impeccable French of the difference between a *mousquetaire* and a *funambule*.

Richard Hoggart

by Nick Wood

"The modern American mother, fatigued by a day at work, demands more help from her husband and is increasingly receiving the support of her children and her spouse."

by Hilary Wilce

In a letter of reply to their critics
Mr. Ted Pinney, Devon's chairman

by Richard Garner

Crosner, county secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "At best, it may force the employers to..."

not yet responded to the teachers' request for the local conciliation machinery to be put into effect.

Secretary, over cash cuts. Yorkshire and Humberside education officials have warned him that further cutbacks, on top of earlier reductions, are creating unavoidable strains and they say that HMIs have already reported lower than average spending by the area on many education services.

In a statement timed for the week in which he is to address the North of England Education Conference in Sheffield, they forecast that unless

They say that to fund essential services they have had to increase the rates and make savings by cutting school maintenance, books and further education, and pushing up the price of school meals by 45 pence a quarter.

The 10 authorities involved are Barnsley, Bradford, Calderdale, Doncaster, Huddersfield, Kirklees, Leeds, Rotherham, Sheffield and Wakefield. Blair, a Labour-controlled, and the Liberals hold the balance in two

PLATFORM

To each according to his class

From the inner cities' point of view, the long drawn comprehensive versus grammar-modern standards debate is no more than a middle-class squabble about rearranging the pecking order among the better-off. In one city at least the examination statistics are there in abundance and tell a plain story.

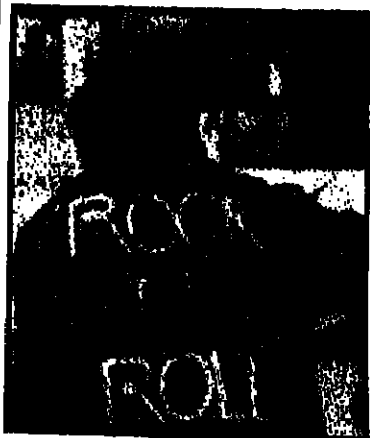
Detailed examination results for the 25,000 secondary pupils in Leicester were already being collected each year before 1976, when 11-plus-for-all was abolished at a stroke, and they have been continued ever since, providing an unbroken record. The first non-selective intakes began to emerge from the fifth forms after a completely comprehensive education in the summer of 1981, when the first cohort of 4,000-odd sat for O levels and CSEs. As before, that cohort represented virtually all the children of that age in the city, so the comparison with the results under the selective system is straightforward, unaffected by boundary changes or independent schools or changed methods of recording.

Have comprehensives proved "better" or "worse"? The answer from these massively detailed and consistent records can be read either way, according to choice, but what emerges much more strongly is the contrast, not between the two systems, but between the social classes.

First, the "proof" that comprehensives do better. The proportion of 15-year-olds (that is, of all the 15-year-olds in the city) who now achieve at least one or more O levels, is significantly better than it was in the days of selection: 37.5 per cent compared with 36 per cent. (O levels, here, being understood to mean GCE grades A-C and CSE grade 1.) At the same time, the comprehensives can be shown to do less well because they produce, on average, fewer O levels per 100 students than grammar and modern schools did: 141 per 100 pupils now, against 154 then.

This anomaly is not, of course, just another case of "lies, damned lies and

Dorothy Davis on why the grammar v comprehensive debate is of little consequence to inner city pupils



statistics". It points to a very real and important change in educational practice, attributable without doubt to comprehensive organization, namely the tendency to spread examination successes more widely instead of concentrating them so heavily at the top end of the ability range. Roughly speaking, fewer of the O level passes are now being gained by the high fliers with their spectacular 9, 10 or 11 O levels apiece (these are now more likely to settle for entering 7 or 8). While at the other extreme more pupils are getting their modest one or two successes instead of none at all. In

PERCENTAGE OF ALL PUPILS ACHIEVING ONE OR MORE O LEVELS* IN FIFTH-FORM			
	1976 %	1981 %	
City average	36 (selective)	37.5 (comprehensive)	
A middle-class school	46 (sec mod)	69 (comprehensive)	
An inner city school	16 (sec mod)	24 (comprehensive)	

PERCENTAGE OF ALL PUPILS ACHIEVING SIX OR MORE O LEVELS* IN FIFTH-FORM			
	1976 %	1981 %	
City average	12 (selective)	9 (comprehensive)	
A middle-class school	10 (sec mod)	28 (comprehensive)	
An inner city school	3 (sec mod)	6 (comprehensive)	

O LEVEL SUBJECT PASSES PER 100 PUPILS IN FIFTH-FORM			
	1976	1981	
City average	154 (selective)	141 (comprehensive)	
A middle-class school	176 (sec mod)	296 (comprehensive)	
An inner city school	70 (sec mod)	74 (comprehensive)	

*O levels = GCE grades A-C or CSE grade 1

other words, there is a slight, general, levelling out. Some call this levelling up and some call it levelling down, depending on what they think schools should be aiming at.

However, a different and altogether more meaningful perspective emerges from these school-by-school records. Leicester happens to be segregated socio-economically into strongly contrasting districts, which can be seen and measured in census returns and local surveys. Before 1976 in the middle-class areas, even the secondary modern schools competed strenuously to produce GCE and CSE results well

above the national average, despite the fact that the ablest pupils in their neighbourhoods were creamed off to grammar schools.

Year after year they saw about half of the pupils who had failed the 11-plus get at least one O level, and substantial numbers outdid their grammar school contemporaries by getting six or more. Now that these former modern schools have comprehensive intakes from their well-to-do catchment areas, they have boosted their already good results remarkably; several such schools, for example, have nearly doubled the proportion of their pupils getting six or

more O levels. The ambitious parents in the wealthier suburbs, freed from the anxiety of the 11-plus, have every reason to praise comprehensives. At the same time, in the poorer areas where schools have always failed dismally in the O level stakes, these figures make plain how little the comprehensive reform has meant in the inner city. Here also, it is true, there is some improvement in the examination results but it is slight as to be arguably no more than is due to the improved teacher-ratios. A large majority of their pupils still get no O levels at all, and those getting six or more are very rare or in some schools non-existent.

Teachers still perform small miracles in the inner city comprehensives. Their pupils still, in effect, thumb their noses at examinations as something irrelevant to their life chances. How do we measure these schools' successes? And in failing to offer them any relevant yardsticks, are we not covering our neglect of them with fine liberal phrases? If only a fraction of the immense effort and dedication and idealism that has been devoted to the comprehensive reforms over the past decade had been devoted instead to improving the all-round education of our most deprived children, there might have been more to show for it today than an arid dispute about examination results.

Dorothy Davis is a member of Leicester City Council and its education committee.

How arts on the rates reaches out to the many

George Nicholson replies to criticism of GLC arts funding

First, David's attack on GLC arts funding policy (TES, December 16) has not managed to produce a balanced view, despite the championing of the "arts world". He is widest of the mark in three of his main planks of argument. First, he criticizes us for having political motives. Our answer to that is that it is nothing new for arts funding to have such motives. Usually it is on the basis of a past of artistic expression, and usually it is described as "cultural", but it is the nature of this particular attack to be more sensitive to the "politics" of the arts.

Second, he challenges the "cultural" nature of the arts, and in particular, the "cultural" nature of the arts in London. He says that the arts in London are "cultural" because they are "cultural". This is a very odd argument. It is not the nature of the arts in London to be "cultural". It is the nature of the arts in London to be "cultural".

Third, he claims to be critical of art on the rates, at least of the Lincolshire variety, when again he must know that they when set against productions like *John Sargent at the National* (which are also funded). OK for contented of Severn, but bad for disgruntled of Walsingham.

It is precisely because Londoners had such long value for their money that we embarked on the current conjuncture of arts and culture. That conjuncture with a desire to see a shift of money away from the speculative philosophy had led to the arts in its widest sense. It is not the nature of the arts in London to be "cultural". It is the nature of the arts in London to be "cultural".

have made would reveal that far from fragmenting London we are actively trying to support projects in parts of London where London boroughs have been unwilling or unable to support such initiatives. We have seen a mushrooming of talent in a whole range of new projects: painting, drama, photography, music, visual arts, literature, sculpture, poetry and dance. The idea of "cultural" sculpture is one I shall treasure for a long time.

Analysis of the way the committee operate would also have revealed that not all the grants by any means are applied for by the other two parties at County Hall; something which which Hugh Davis is trying to suggest in his article. We have already seen that the committee have made a decision to fund the Hamlet project, which is a very good example of the way the committee operate.

Perhaps Hugh Davis would like to condemn us for funding the Hamlet project. We believe that the Hamlet project is a very good example of the way the committee operate. It is not the nature of the arts in London to be "cultural". It is the nature of the arts in London to be "cultural".

George Nicholson is chairman of the GLC's community arts committee.



The range of art on the rates: John Sargent, *Raising the Titanic*; and Riverside Studios' Jazz Tap Ensemble USA.

NEWS

Nick Wood reports from the Association for Science Education annual meeting at Exeter

Teach impact of science on the world, report urges

A touch of Major knowledge probe on NAFE is urged

Controversial political and social issues such as nuclear power and pollution should be an integral part of science lessons in secondary schools, according to a new report from the association.

The report, *Rethinking Science*, argues that school science must be made more relevant to the world beyond the classroom. Youngsters should be taught about the impact of scientific discoveries on society, a step that will require radical changes in the content and style of science lessons.

The case for change is most strongly put by individual teachers whose anonymous comments are extensively quoted in the report. One said: "In future, our courses should perhaps have a 10 per cent component which shows the relevance of what we teach to the world outside. I advocate this not least because it is significant how many young people are voting with their feet against science, industry and technology. For too many, physics is the bomb, chemistry is pollution, biology is genetic engineering or biological warfare, and industry is merely dirt."

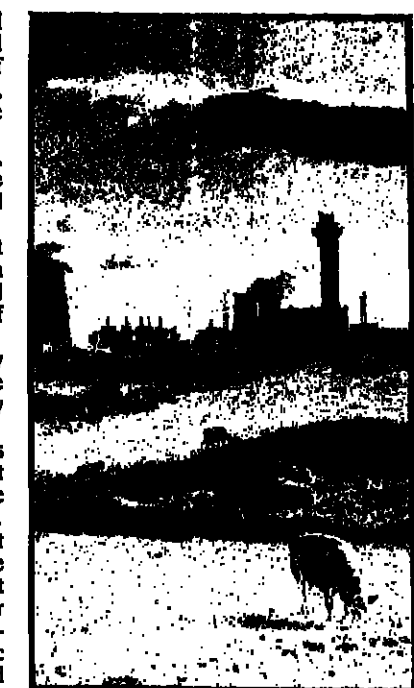
"Perhaps we have failed to show that physics has anything to do with man and the faults of this must inevitably lie with schoolmasters like myself who have failed to show its relevance to our lives."

Another teacher said he wanted to show his pupils "science with a human face".

The report is due to be discussed today by science teachers attending the association's annual meeting at the University of Exeter.

It seems unlikely to win universal acclaim. Some teachers believe that broad social and political issues are too complex to be properly encapsulated within the average science lesson.

Their case is put by one teacher quoted in the report on new look exam questions. He said: "These questions



Nuclear power should be integrated into science lessons

are in general much too hard for fifth form students to deal with intelligently.

"The scientific problems rarely involve one science only and are often really difficult."

"The moral and political questions are also far from elementary. Would we be acting rightly in protecting a salt marsh used by migratory birds, if this meant that a large industrial development might be lost to an area with more than 20 per cent unemployment?"

The report is not prescriptive. It describes lessons and courses used in progressive primary and secondary schools which have sought to add a socio-economic dimension to science

teaching.

Topics covered include the energy crisis, biotechnology, computers and the nuclear bomb.

For instance, one class of youngsters, given the task of designing a bottle opener, soon found a way to demonstrate their social conscience. Realizing that the bottle opener was virtually obsolete in the throw away age, they switched their interest to an examination of the possibilities of recycling unwanted containers.

"The project was therefore changed to one involving recycling and the children tackled the work with enthusiasm and interest," the report says, adding that the teacher involved had become "bored" with traditional lessons.

The report stresses that teachers will need to change their teaching styles for the new approaches to work. Instead of declaiming to their classes, they will need to split them up into small discussion groups, encourage them to act out conflicts and bring in visiting speakers.

A variety of methods can be used to give science teaching a social dimension, the report says. One way, likely to appeal to many teachers, is to stress the applications of the subject.

But there are others: the history, philosophy and the sociology of science, and the issue-centred approach, which takes as its starting point a political controversy such as environmental pollution, then teaches the basic science required to understand it.

"Some approaches amount to teaching academic science and adding in a few examples of how ideas are applied and used in the real world," the report says.

"Others have social implications embedded in the fabric of the curriculum, but maintain the ideas of science as the organizing principle."

"Yet others choose to start with issues and derive the relevant science concepts to explore them."

A new type of science museum where visitors are actively encouraged to touch the exhibits and conduct experiments is being planned for the dockland of Bristol.

More details about the proposed "Exploratory" - said to be the first outside the United States - were given at the meeting.

It will cost around £2m and when it opens in 1986 is likely to be housed in a nine-storey disused tobacco warehouse.

Professor Richard Gregory, the Bristol psychologist leading a team of academics, businessmen and politicians who have backed the plan, said the Exploratory would be fitted out with robust equipment that people of all ages could touch and operate and so come to a closer understanding of science and technology.

"The Exploratory won't be like a science museum because it won't have precious things which, if you break them, make everybody burst into tears. Research showed that people learnt best and had their interest stimulated most when they were actively engaged in exploring their environment; the Exploratory aimed to build on this finding," Professor Gregory said.

Many of the exhibits, for instance one showing the brain's capacity to distinguish between two separate sources of sound, would demonstrate the limits of human powers and the need for technology to step in and extend them.

He added that it was dangerous for people to go through life without understanding the technology they used every day.

"I would hope the Exploratory and other interactive fun places will give people a sense of dignity and make their opinions on matters of survival of some worth because they will have entered into the conceptual basis of science and technology."

Non-advanced further education urgently needed investigation and reform, Sir James Hamilton, former DES permanent secretary, told the meeting.

Sir James, giving the presidential address, said that Britain's future as an industrial power was bound up with the success of this sector of the education service.

"My judgment is that the battle for industrial supremacy will be won or lost for us by the young people who come from this part of the education system," he said.

Research showed that Britain lagged well behind its industrial rivals, especially West Germany, in the education of youngsters who were unsuited to taking a university or polytechnic degree. Non-advanced further education (NAFE) abounded with a "rich confusion" of courses, qualifications and organizations, Sir James said. It was doubtful whether this diversity now served a useful purpose.

"We have now reached the point where a major investigation into the content and organization of NAFE is needed," he said.

"I am well aware that many colleges are currently suffering from upheaval because of the impact of the Youth Training Scheme and that in schools the Technical and Vocational Education Initiative has just got underway. I see these initiatives as incentives towards a wider examination of how we conduct affairs in NAFE."

The proposed investigation should seek to streamline the current "morass of qualifications", rationalize the system of grants to students, modernize apprenticeships and find ways of helping colleges to respond quickly to the changing needs of industry.

Sir James who took as his theme, science, industry and education, also called for central control over university research budgets. "I am in favour of grants from the University Grants Committee which are earmarked specifically for research."

"The process of earmarking is not without difficulty; there are administrative complexities and difficult judgments as to between on university research group and another."

"There would, I am sure, be familiar cries of alarm brigaded under the banner of 'academic freedom'. But the advantages of a much more effective distribution of limited funds for scientific research and the opportunity for a much more flexible approach to student numbers clearly outweigh the disadvantages."

Town halls reform plea

by Biddy Passmore

The Government should drop now its hasty and harmful plans for local government and set up a Royal Commission to make recommendations for lasting change, according to a new book.

Jones of the London School of Economics and Professor John Stewart of Birmingham University, warn that implementation of the Conservatives' Manifesto pledges - to abolish the metropolitan counties and place central control on rate rises - could destroy local government.

The warning comes as the Government's Rates Bill, providing for both a selective and a general rate-capping scheme, awaits a stormy second reading in the Commons.

Ministers should not feel they have a mandate to implement the changes because they hardly featured in the election campaign, the book points out. And the issues involved are of such constitutional importance that a pause for calm reflection is vital. A Royal Commission could review all the material already available and reach a considered judgment in six months.

The solution preferred by Jones and Stewart is the establishment of between 100 and 200 unitary local authorities which would assume, in addition to council's current functions, the role of district health authorities and the probation service. There would be no other tier of local government.

This reorganization must be accompanied by fundamental changes in finance, they say, so that councils raise the majority of their revenue from local taxes.

Operation Raleigh, the much-publicized round-the-world youth expedition due to set sail next autumn, has run into flak from educationists who see it as an extravagant and elitist adventure at a time of spending cuts and rising youth unemployment.

Most prominent among the critics is Mr Tony Mitchell, a lecturer in English, and a former national chairman of the Campaign for the Advancement of State Education, who has called the venture an inappropriate attempt to revive the Biggles spirit.

Mr Mitchell told *The TES* that the whole venture raised all sorts of questions. He was worried about its "dubious-sounding initiatives", and where the multi-million pound budget was coming from.

In a letter to the national press, Mr Mitchell said the thinking behind the expedition, which would take 4,000 youngsters to distant parts "to meet remote tribes, discover lost cities" was "simply... if not faintly funny. As the brainchild of some well-intentioned old buffer of a retired officer, it might be unexceptional. However, it is much more than this."

"Is it not rather obscene to see the way such an idea can attract financial support (and Establishment patronage) while the basic structure of our education system is allowed to crumble for lack of funds?"

Wales. Young venturers have to pass a stiff selection procedure to get onto one of the three-month phases of the expedition, although about a quarter of places are being reserved for disabled and disadvantaged youngsters.

Other critics, although more muted have centred on worries that the operation will divert private donations from other youth expedition organizations, that it is elitist, and not a cost-effective way of offering travel and adventure to young people.

Mr Roger Orgill, chairman of the National Association of Outdoor Education, said his association had not discussed Operation Raleigh, and was "not particularly excited about it."

"We feel there are more important things going on at grassroots level in outdoor education in Britain," he said. Mr Chris Loyne, editor of the association's journal, said the decision to take a high proportion of disadvantaged youngsters was a good one, but he feared many young people would be disappointed at not being selected.

However, the Young Explorers Trust, which is cooperating with Operation Raleigh, is examining ways of raising money towards their places, Mr Orgill said. "There will be no maximum or minimum requirement to raise funds."

The project is now in the first stages of receiving applications, and is also looking for staff for the four-year expedition.

selection to tell them where to find adventure experience, "but we would like to offer them something a bit more concrete than just a piece of paper".

Mr Rupert Grey, for Operation Raleigh, "vehemently denied that the venture was drawing money away from other kinds of adventure training. "The vast bulk is coming not from charitable donations, but from private industry, from firms who see Operation Raleigh as a real vehicle they can use to their own advantage."

The scale of the operation, and its attendant publicity, made it "a whole new ball game", offering firms great scope to develop bigger and better images, he said.

Charges that the project were elitist were "plain, ordinary nonsense". Posters were going into unemployment offices, and no "education qualifications were being demanded from applicants."

Despite earlier reports to the contrary, Operation Raleigh was not now expecting the bulk of young adventurers to raise money towards their places, Mr Grey said. "There will be no maximum or minimum requirement to raise funds."

The project is now in the first stages of receiving applications, and is also looking for staff for the four-year expedition.

Expedition organizers are looking for a wide range of talents, including administrative, financial and catering skills, and are also looking for staff for the four-year expedition.

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NEWS

Cabinet papers show education faced some familiar issues under Churchill

by David Walker Social Policy Correspondent of The Times

Cabinet papers for 1953 released this week show the Ministry of Education just managing to fight off Treasury pressure to lower the school leaving age in order to cut education spending.

In an episode with remarkable parallels to the present day Mr R A Butler, then the Chancellor of the Exchequer, produced in Cabinet a list of savings from the education budget that included charging fees in state schools, increasing the starting age in primary schools from five to six, and lowering the school leaving age from 15 to 14.

Other departments were also expected to make savings as part of a large scale review of public spending, the existence of which has not hitherto been known.

However, a strong fight by Miss Florence Horsburgh, the Education Minister, and (as far as can be judged) reluctance on Butler's part to press his proposals, saved the schools.

One memorandum for the Cabinet said: "In education, as in other fields, it does not seem unreasonable to find that worthwhile results would flow from the introduction of a spirit of 'how much can we save' instead of 'what more can we spend'."

In reply to the "cutters" Miss Horsburgh - who only became a member of the Cabinet in 1953 - wrote: "The lowering of the school leaving age would meet with serious political opposition and would not, in practice, lead to any great reduction in the numbers of teachers unless the excessive size of some classes were maintained."

On fees she noted: "It would seem particularly anomalous that the Government should first increase children's allowance and then take some part of them back by forcing parents to pay for compulsory schooling."



Colleagues in conflict: Mr R A Butler, Chancellor, and Mrs Florence Horsburgh, Education Minister.

Fending off the spending cuts - a generation ago

The 1953 archives give other indications that education was not the top priority of the Churchill government. Housing, a programme masterminded by Mr Harold Macmillan, Minister of Housing and Local Government, was much more important.

During the year, the Commons Select Committee on Estimates reported that house building had pre-empted resources that should have been spent on building new schools.

There seems to have been a good deal behind the charge, but Macmillan, ever an active minister, rushed into Cabinet with a lengthy memo denying that his house building programme was anything but vital.

It can now be seen that most of his figures for new schools ignored the fact that the child population was growing markedly during the early fifties as a result of the post-war baby boom.

Churchill's Cabinet spent a lot of

time debating the issue of teachers' pensions, thanks to Treasury pressure for teachers and local authorities to contribute more.

At one point in the arcane debates Lord Cherwell, Churchill's friend and scientific adviser, clipped in with the observation: "The calculations, on arguable assumptions, are so complex that not even a mathematics teacher will be able to follow them without a great deal of study."

Not all the education discussions of 1953 were so serious, however. In May that year the Government Chief Whip, Lord Hailsham, reported to Cabinet that a Private Members Bill introduced by Mr I J Pitman and nearing the end of its passage through the Commons, could change the face of the English language. The Bill proposed the introduction of something called the Simplified Spelling System, which involved phonetic spelling.

Churchill was aghast at the potential danger to his beloved English prose. According to a Prime Ministerial memo, he said: "This is one of the stupidest things the House of Commons has ever had laid before it. The days are coming when it will be considered unsocial and anti-democratic and even snobbish to brush teeth and have clean finger nails."

The Cabinet eventually managed to persuade Mr Pitman to withdraw his Bill but Miss Horsburgh was forced to make a statement indicating that it would be open to official research organizations to investigate further "the possibility of improving the teaching of reading by use of a new system of spelling."

The Cabinet minutes also show how little has changed over the years. A big event in 1953 was the Coronation and schools took an active part in festivities. But an agitated question for the Cabinet was one with some modern echoes: just how much central grant would be paid to local authorities for unplanned spending on the event.

IN BRIEF

AMMA says 'don't strike'

The Inner London branch of the Assistant Masters and Mistresses Association has advised its members to work normally on January 24 - the day that TUC affiliated unions have pledged their support for a one-day strike in support of the ILA. The action is a protest against Government plans to replace the Labour-led authority with a joint board composed of borough council representatives.

However, AMMA has advised its members to protest to their local MP, members of the House of Lords and the Prime Minister, Mrs Margaret Thatcher, about the proposed legislation.

Fort bulldozed

The Department of the Environment is considering whether to prosecute a private girls' school that bulldozed parts of a protected Roman fort to create new playing fields.

Two months ago Doderhill School, Droitwich, levelled up to three acres of the fort, which was a scheduled ancient monument, without authorization. According to Mr John Price, the town archaeologist, all archaeological deposits within the area have been totally destroyed. Only limited excavation had taken place.

Droitwich Town Council has protested to the Chief Inspector of Ancient Monuments, who has told them that he is "extremely concerned" by the case and is now considering prosecution.

The school has consistently refused to comment.

Headmaster jailed

A headmaster who stole over £1,500 from his school has been jailed for three months and been ordered to pay back the money. Mr Norman Burrow, head of Teskey-King special school, Hull, was found guilty of taking £1,500 from the school fund and over £300 from the capitation allowance. He was asked for 32 similar offences to be taken into consideration.

Selection resisted

Solihull teachers are to publish 50,000 copies of a newspaper attacking the borough's plans to reintroduce selection. The local branch of the National Union of Teachers is planning to spend £1,000 on the paper, which will be circulated to every ratepayer in the borough when the council's detailed plans are published in 10 days' time. After protests by parents and teachers, the revised plans are expected to involve selection within schools rather than the reintroduction of one or two fully selective schools.

Peace prizes

A group of Oxford academics is backing a scheme to promote peace studies. The Oxford Project for Peace Studies will invite higher education students to compete for £1,800 in prize money next week by submitting essays on "The Search for Peace."

Old style prevails

Chalk and talk remain the hallmark of the typical physical lesson despite the efforts of the Nuffield project to persuade teachers to place more emphasis on practical work. This is the conclusion of a detailed review of the project by Mr C Gould, a lecturer in education at the University of Sheffield.

There is no evidence for a major change in teaching styles towards the kind of guided discovery that the Nuffield team had so fervently hoped would occur, he says in the latest issue of the *Journal of Biological Education*. "A significant minority of teachers have rejected the over-directed, fact-pumping approach beloved of their colleagues. There is, however, no evidence that this minority has increased significantly as a result of

Battle for the YTS soul begins

Manpower Services Commission officials have embarked on the negotiations with employers and training bodies which will determine the objectives and standards for the 1984 YTS programme.

At stake now is the credibility of the scheme as the blueprint for the future vocational preparation of all Britain's school leavers.

The tight quality specifications which are required to turn this into reality were sacrificed last year to the need to secure enough places. And the result is that so far the YTS is still largely a programme for unemployed youngsters who have no attractive alternative.

The MSC officials, who this time last year were losing no opportunity to emphasize that the employers would be the crucial element in getting the YTS under way, are now more concerned about what this year's leavers and their parents and teachers think about it.

They also have at the back of their minds the fact that the scheme is very much on probation as far as the unions are concerned. Last autumn's TUC conference got a pledge from its leaders that they would withdraw if the scheme failed to live up to its promises, and union enthusiasm will be essential if the YTS is to bring in the employed youngsters who have so far stayed out.

Mr David Young, the MSC's chairman, has made it very clear that quality, rather than numbers of trainees, must be the objective. And in their initial discussions with the employers his officials are echoing that view.

While they argue about what the standards for next year shall be, the officials are setting up the machinery to make sure that those standards are enforced on the ground. Although some 1,500 MSC staff are being

trained to operate the new monitoring system.

The routine checks on managing agents and sponsors, whose schemes will be visited at least four times a year, will be made by teams of programme assessors based in the area offices. They will be guided by specialist area officials and regional quality advisors: heading the system will be Dr George Tolley, former Sheffield Polytechnic director, who has just set up the Open Tech for the Commission.

MSC officials are proposing that a number of the recommendations on quality made to employers last year should become mandatory requirements from this September. More importantly, they are also putting forward a new answer to the problem of assessing trainees' performance, ducked this year because employers argued that they lacked the necessary skills. The officials are planning to define "standard tasks" in each of the core areas of training, and employers will simply have to decide whether the trainees can perform them.

Another key area in which the MSC is insisting on action is the integration of off-the-job training with work experience. In most schemes there is little or no effort to link the two - often because colleges providing off-the-job training refuse to make their curricula sufficiently flexible.

The MSC will press for agents and sponsors to adopt the method they have already suggested to help integration - to set up their own programme review teams, groups of trainers, lecturers, and union representatives to coordinate and monitor schemes from the inside.

But whatever success it achieves in setting and enforcing quality standards for the YTS, the MSC still has another hurdle to jump - and one which is a good deal more embarrassing.



David Young

A sizeable section of industry is claiming that the YTS philosophy of giving leavers a broad-based training is all wrong and is making it clear that it will only participate in the scheme if it is allowed to train YTS youngsters in a different way.

The training boards in the construction and engineering industries differ from each other in the way they want to train leavers, but their basic reason for rejecting the YTS approach is the same - that it will not ensure that their industries get a sufficient supply of youngsters with relevant training.

In its anxiety to assemble enough places last year, the Commission surrendered to both boards. They let the engineering employers draw the YTS grant for youngsters who spent practically the whole time on off-the-job training, a radical break away from the YTS concept that actual work should provide the bulk of the foundation year. And they allowed the construction industry board to run a scheme



George Tolley

which set out undisciplinedly to train the youngsters for specific jobs, abandoning the idea of a broad-based training which would prepare them for a variety of occupations.

In the case of the engineering industry, the MSC is in a relatively strong bargaining position. Only about 3,000 leavers are being trained in the way the engineering board lays down, and the YTS could go along easily enough without those places, particularly as many engineering employers are running their own schemes which ignore the board's recommendations and stick to the standard YTS formula.

But the cards are stacked very differently in the case of the construction industry. The board runs training courses at its own centres on a very big scale and manages all the YTS training for the whole industry itself. Its scheme is a giant part of the YTS, with a capacity of more than 21,000 places.

This first year it has succeeded in filling 17,296 of those places - more

than four out of five. That makes it difficult for the Commission's officials - who are learning to live with the fact that they are unlikely to fill even two out of three of the places in the rest of the YTS - to tell the board that it has got it all wrong.

Moreover, 14,000 of the construction board trainees are doing the first year of a full craft training, with every prospect of going on to a second year of apprenticeship. The board appears to have the backing of the industry's employers, the unions, and the youngsters themselves.

The board's flamboyant chairman, Mr Leslie Kemp, has told the MSC that, on those figures, he has a right to be listened to when he says that the YTS formula of general vocational preparation is not the way to make the scheme work in construction.

He told a conference of his training officers last month: "The builder does not want the MSC's idea of a general handyman, expensively trained by the taxpayer, turning up on site and giving the services of a Jack or a Jill-of-all-trades and master of none." The reference to a Jill was a nod towards the 450 girls on the board's scheme.

Mr Kemp went on to hint that it might be better for the board to pull out of the MSC scheme rather than to prostitute itself to get MSC money. He wants the scheme left to run next year in the same way as it has begun, and is pressing the Commission to give its go-ahead quickly. Last year the start was delayed while the MSC was trying to make up its mind whether to swallow its reservations.

An MSC official said this week that it was too early to say what view the Commission would take.

Edited by Mark Jackson

Princess told she may appeal over job loss

by Richard Garner

A Sri Lankan princess dismissed by her local education authority for allegedly refusing to carry out a "legitimate and reasonable" teaching instruction has been told she can appeal against the decision.

Princess Asokamala Lakshmi Tarnula-Delegra, a teacher at Orissa's Indira school in Richmond-upon-Thames, has been given leave by a High Court judge to challenge the council's decision to dismiss her from her post. The princess, aged 53, who traces her lineage back to the first Queen of Kandy in the sixteenth century, was suspended from her job for "failing to carry out legitimate and reasonable instructions" by a local education authority committee decided to dismiss her from her post.

She was given leave to challenge the decision of a High Court hearing last week. The hearing from the authority that dismissed her was held in the absence of the princess, who had been told that she had a right to appeal in the council's standing orders and that it had been told she intended to make use of that right.

Activity Centres

IT IS AN ACTIVITY CENTRE, a place where children can learn to swim, to play, to dance, to sing, to draw, to write, to read, to think, to feel, to love, to live. It is a place where children can learn to be happy, to be healthy, to be kind, to be brave, to be honest, to be true, to be good, to be great. It is a place where children can learn to be who they are, to be who they want to be, to be who they are proud to be. It is a place where children can learn to be the best they can be, to be the best they can be, to be the best they can be.

Danger to pupils seen in secrecy

by Philip Venning

Every child is potentially a victim of injustice as a result of unnecessary secrecy over school records, according to a new campaign for more open government.

The campaign, the latest in a series of attempts to force the civil service, local authorities and other public bodies to reduce the secrecy that covers much of their routine work, is being promoted by 25 groups including the Advisory Centre for Education. More than 150 MPs of all political parties including Mr Neil Kinnock, Dr David Owen, and Mr David Steel, are backing the campaign, which was launched yesterday.

In a handbook the 1984 Campaign for Freedom of Information mentions school records as one area where less secrecy would benefit the citizen. "These records may contain information that can affect the courses of taking an examination or transferring to a preferred school, or going on to higher education, or finding a job."

Information could be passed to a wide range of outside agencies, yet parents have no chance to see these records or correct information that was out of date, inaccurate, or based on casual or highly subjective assessments.

Among 12 post-war statutes mentioned specifically giving people rights of access to official information, two are education acts. The 1944 Education Act says that local authority education committee minutes must be made available, and the 1980 Education Act says that local authorities must publish information about arrangements for the admission of pupils to schools and about the schools themselves. But such examples were rare.

Freedom of information laws in Britain would reduce inefficiency, save money, create greater understanding between administrators and the people, improve the quality of public participation, and create greater faith in the justice of our laws and institutions, the campaigners say.

But they accept that some information will have to remain confidential. This includes information that might endanger national security, impair relations between governments, adversely affect sterling or the reserves, adversely affect law enforcement, breach genuine commercial confidentiality, invade individual privacy or breach the confidentiality of broad political and strategic advice tendered for the purpose of policy-making.

The campaign comes after an unsuccessful attempt by Mr Clement Freud, the Liberal MP, to carry through a Freedom of Information Bill in 1979, two years after Lord Croham, then head of the Civil Service, advised departments to be more open in publishing background material.

The decision by Sir Keith Joseph, the Education Secretary, to publish HMI reports on schools and colleges is one example of a slightly greater willingness in some departments to reduce unnecessary secrecy.

The Director of Public Prosecutions has announced that he will not be bringing charges against a former HMI inspector who tried to leak a briefing paper to *The Guardian*, but who was identified when the document was inadvertently returned.

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Families now spend more on school

by Philip Venning

For the first time in recent years, the average British family now spends more on school, college or university fees and expenses than on pets, according to the 1982 Family Expenditure Survey.

The official survey shows that education and training expenses, which do not include school meals, uniforms or stationery, costs the average family £1.15p a week compared with only 94p on pets. In the past, pets took a larger share of the family budget.

The survey - of 20,000 people in 7,400 households - shows that total average family spending rose from £110.60 a week in 1980 to £113.92 in 1982. Over that period spending on "education and training expenses" increased from 77p a week to £1.15. Though this category mainly covers orthodox education it does include driving lessons and some similar items.

Spending on children's clothes increased slightly, but it remains a small part of the weekly budget. From 1980 to 1982, the average amount that went on toys and stationery rose from £1.24 to £1.36, on books and newspapers from £1.77 to £2.15, on sweets from 72p to 81p, on ice cream from 17p to 18p, and on soft drinks from 48p to

61p. "Miscellaneous expenses", including children's pocket money, stayed constant at 53p a week. The main increase in family costs was in housing and heating.

Details of the survey are given in the current issue of the Department of Employment Gazette, which also includes results from the 1981 Census of Education. This gives a detailed picture of the number of employees in all the main occupations.

It shows that in 1981 exactly one million people were in full or part time education in the United Kingdom. A further 212,000 were in higher education, and 271,000 in other forms of education. The biggest group were women in part-time jobs (432,000) who were presumably mainly school cooks, cleaners, and ancillary staff.

The figures are out of date, however. Elsewhere the magazine publishes results of the local authority manpower watch, which reveal that between June 1982 and June 1983 the number of part-timers in education in Britain - both teachers and others - actually rose slightly in spite of the cuts.

DE Gazette December 1983 HMSO £2.35.

Sir Lionel Russell dies

Sir Lionel Russell, one of the leading educational figures of the post-war years and author of the Russell report on adult education, died last week at the age of 80.

He was chief education officer for Birmingham from 1946 to 1968, served on the University Grants Committee and the Council for National Academic Awards, and was president of the Association of Chief Education Officers from 1970 to 1973.

From 1955 to 57, in 1969 he was invited by Mr Edward Short, the Education Secretary, to chair an inquiry into adult education. The Russell report, published in 1973, advocated a steady expansion of adult education services over a seven-year period.

Both the Labour and Conservative parties paid lip service to it, but neither gave it any material support.

New Year Honours: education awards

Prime Minister's List
Mulley, Frederick William, former Labour Education Secretary.
Knights Bachelor
Bramley, Paul, a lecturer in the Department of Social Studies, University of Sheffield.
Obolensky, Dimitri, professor of Russian and Balkan history, University of Oxford.
Southwood, Thomas Richard, professor of zoology, University of Oxford.
Order of the British Empire
DBE
Warnock, Mrs Helen Mary, for public service.

CBE
Abbott, Miss Mollie Pearson, lately principal, Darnley College of Physical Education; Altschul, Professor Anne Thérèse, lately director, Department of Nursing Studies, University of Edinburgh; Collins, William, lately director, National Institute for Research in Training; Battersby, Professor Ian, for services to physics at the Imperial College of Science and Technology; Clayton, Professor Keith Martin, for services to the University Grants Committee and the University of East Angles; Ellis, Roger Wykeham, lately director of the University of Birmingham; Nicol, chairman, Education Committee, Association of Metropolitan Authorities; Hudson, Alfred Arthur John, lately secretary, Cambridge University; Leach, John, lately professor of medicine, Welsh National School of Medicine; Bicknell, Raymond, lately director, Middlesex Polytechnic; Barstow, Brian, lately secretary, Local Authorities' Committee of Advanced Advisory Bodies; Sheffield, John Vincent, lately chairman, Business Education Council.

DBE
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...and the list goes on...

Behold the second computer revolution

To bridge the sex gap, the report announces a number of concrete measures including the setting up of a database giving information on emancipation, courses on discrimination for teachers, special information days for girls wishing to study in secondary technical schools and an investigation into the influence of female teachers on girls wishing to study maths and science.

OVERSEAS

Perils of sparing the rod

JAPAN

Sociologist sees the home as a likely root of violence in middle schools, reports Philip Venning

The attempt by Japanese schools and parents to bring up their children peacefully may be the cause of the huge growth of violence in middle schools since 1970, according to a sociologist from the University of Tsukuba.

In an article reprinted in the current issue of *Japan Echo*, Mr Yoshiyuki Soeda says that most research showed the thoroughness with which Japanese children have been isolated from violence.

"There are virtually no opportunities in the context of their daily lives for them to learn the rules of behaviour that govern the acceptable forms of violence," he says.

Fighting was seen as absolutely wrong both at home and at school. Instead, pupils were encouraged to discuss their differences. "Most youngsters are even discouraged from participating in sports, a form of regulated violence, because such activities are seen as depriving them of

valuable time needed to study for entrance examinations. The experience of violence is limited to vicarious participation in scenes of violence on television or in comics."

But as young people's self-awareness and strength grew, their feelings of rebellion intensified. Violence began to seethe inside them and eventually it boiled over. "The result in most cases is violence without rules, as the only model available is the violent behaviour shown in films."

The growth of school violence in Japan since 1975 has been widely reported and has been taken increasingly seriously by the authorities. In 1982, the Prime Minister's Office undertook a survey that revealed that over two-thirds of all middle school pupils and over half of all high school pupils said that violence of some sort took place in their school. This suggests that about 10,500 secondary schools are affected, Mr Soeda says.

The most frequent problem was vandalism of school property, followed by bullying, threatening or violent behaviour by delinquent pupils towards other pupils, and beatings or clashes within gangs of delinquent youths. Violence against teachers was reported by 15 per cent of middle school pupils and 8 per cent of high school pupils.

Figures on the number of pupils cautioned by the police for school violence showed that it was increasingly confined to middle schools. Cases among high school pupils had remained unchanged at a minor level.

On the other hand, violence among younger pupils had risen dramatically. Assaults on teachers, for example, had jumped from about 200 in 1979 to nearly 800 in 1981. But, as Mr Soeda points out, these were only the most serious cases that involved the police. The real figures were probably much greater.

What puzzles the schools is the fact that the violence among young children emerged at a time when serious juvenile crime as a whole has fallen to its lowest point for 25 years.

One reason, Mr Soeda says, is that middle schools cannot exclude violent pupils (except under a system of home-study that is rarely used).

They also suffered from the fact that it was in the middle school that pupils first encountered selection as they prepared to move to high school. This process was a target for student violence. It was exacerbated by "the dominance of the view that all juvenile transgressions stem from environmental factors and that given the right environment all young people would develop in a healthy way. It is this type of atmosphere that allows essentially immature personalities to lash out in



Student demonstrations of the 1960s

irresponsible violence."

Violence against teachers stemmed from the decline in the teachers' authority, partly because political notions of equality had undermined traditional respect for teachers, and partly because teachers had low status in a society dominated by success and money. An ambitious mother would not want her child to end up as a teacher.

Among measures to counteract the problem, Mr Soeda suggests that young people should have more opportunities to learn acceptable patterns of violent behaviour; that the exam system should be reformed; that

schools should take a tougher line with offenders; and that they should be given much more assistance from outside bodies such as health, welfare and law enforcement organizations.

In another article, summarized in the magazine, Mr Toshiko Kamimori argues that violence among the young was partly because parents were afraid to violate the social stigma against corporal punishment and as a result did not show anger to their children in a straightforward way. Other factors were the tendency of mothers to fuss over their children and the diffidence of most parents in bringing up their children effectively.

Students doubt need for merger

Sir - As concerned parties, we would like to draw attention to Government policy as it affects the structure of full-time art education in London. The radical changes currently being discussed concern the four main inner London colleges, namely Central School of Art and Design, St Martin's School of Art, Chelsea School of Art, and Camberwell School of Arts and Crafts.

The situation is that the National Advisory Board for Local Authority Higher Education has recommended to the Inner London Education Authority that two or three full-time courses should be cut from the present curriculum by September 1984. The ILHA in turn has directed the principals of Central and St Martin's to cut expenditure by 10 per cent overall.

In the former case, the principals have decided to make their graphics and fine arts courses the subjects of this directive. This will result in the running of joint fine arts and graphics courses under the supervision of both colleges. Apart from their geographical proximity, there seems to be no strong reason for choosing these two colleges, other than that in the event of a merger, at least one building can be profitably disposed of.

The ILHA indicated to the academic boards as late as September 1983, that it wished to see a firm administrative structure for the joint running of these two courses prepared for publication by February 1984.

In our view, this hurriedly proposed new system will result in:

- a severe drop in the morale of the existing courses, amongst staff and students; and a similar degree of uncertainty amongst those involved in the new courses;
- a more expensive structure for the supervision of the joint courses, which would necessarily involve a

liaison structure in addition to the present academic and course boards of each college;

- the educational absurdity of having two departments running one course, causing it to appear that the new system would prove short-lived, and would be a likely preliminary to the irrevocable loss of whole departments.

The inescapable conclusion is that the proposal is an interim one; a preamble to the closure of one or both departments. The ultimate loss of one or both colleges thus becomes an easier and more likely step.

We believe that, particularly in full-time art education, the uniqueness of a college's teaching methods is its strength, and that any merged course is likely to dilute each college's character, as well as to adversely affect the final quality of its students beyond any advantages to be gained from adding a small number of facilities, and to create a top-heavy administration. A uniform cut of 10 per cent across the board in all the London colleges would be economically as sound, if not more so, than the final closure of popular courses in two of the country's most internationally renowned and successful colleges.

It seems that the student body is now showing more willingness to coordinate information and promote alternatives than those administrative bodies whose responsibility it is. We hope the relevant authorities can be prevailed upon to reconsider alternative means of cost-cutting.

ANNA FRITH
Student Union President
St Martin's School of Art
107 Charles Cross Road
London WC2

to attempt to be as fair as possible. The six-line summary of the report on my school, and community college, (December 9) selected the paragraph only and that the most contentious and ambivalent. There was a great deal in the report which praised highly the work of the school, but no one would get this impression from your summary.

In principle, I welcome the publication of these reports, but must confess to a degree of reservation at attempts

LETTERS



YTS offers

Sir - The concern of careers officers over the Government's attempts to pressure them into offering places on YTS programmes may be misplaced.

Unless the careers officers are managing agents they are not in a position to offer places on any scheme. They can encourage young people to approach managing agents. If the unemployed realize their benefit is at stake they may be encouraged to join in the scheme, since if they are not interested presumably there is no danger of any managing agent offering them a placement.

If there is any suggestion that YTS trainees are to be motivated only by money, the scheme is destined for a very short life, as such trainees may run it for the money. Any teacher can give evidence of the disruption a disaffected youngster can cause in a school.

B.S. WOODGER
Company Secretary
West Somerset Employers Consortium

both at national and local press level to summarize the findings. Surely the intention of the Secretary of State would be met by letting those schools on which reports have been written and, including to interested parties, whose copies may be obtained.

G.N. WAY
Headmaster
Alderman Collow School and Community College
Coventry

Hardest hit

Sir - I really must disagree with the final sentence of the leader on the proposals for the future of London's education service (TES, December 9). I do not dispute that the administrative and professional employees of the Inner London Education Authority (or the proposed joint board) will not have an easy ride over the next few years if either the rate-capping bill or the structural reorganization of ILHA go ahead, but to describe them as bearing the brunt is extraordinary. The people who will bear the brunt will be the pupils and students in London's schools and colleges, and by proxy, their rate/tax-paying and voting parents.

The pupils will not in future receive an education which is worthy of the name if the expected 13 per cent cuts are made. Even in the statutory service to 5 to 16-year-olds, cuts will mean serious disruption to the curriculum, and a complete inability to plan coherently over the schools' services.

The Government complains that the ILHA provides an inadequate education now; how are cuts going to make that service better? As the man said: if you think education is expensive, you should try ignorance. After 10 years of new style "education" in London, people won't be worrying about the unemployed but the unemployed will be worrying about the cuts.

In addition, far from increasing accountability to the electorate, as the government maintains, the new proposals will have the effect of distancing us from our members, and our members from making decisions about education.

At every borough election, every candidate will have to be able to answer questions on education issues even if they do not see themselves as potential joint board nominees. They may very well have to serve even if they are not interested in education. The workload is so great for current

borough nominees on ILHA that their resignation rate is far higher than any other group. The current composition of the ILHA means that as there is only one nominee from each borough and the City such a turnover does not unduly affect the work of the authority. If turnover like this were reproduced throughout the joint board, one would expect a much reduced service from a constantly changing group of education members. It will be far harder, not easier, for the electorate to contact members who are working both in the town halls and in County Hall.

Far more worrying from the ordinary parent's point of view is that those members will have much reduced powers over what is happening. It won't be much comfort to parents to know that most major decisions about the skeleton service will be being taken in the DES or the DOE. How do we influence these bodies? Perhaps each governing body should have a nominated DES civil servant on it.

Many people argue that to protest at these proposals drugs education into the political arena. I would argue the reverse.

The new proposals for education in Inner London have all the features of a politically inspired campaign in which careful consideration of the value of local decision making about education in deprived urban areas in the 1980s and 1990s has been sacrificed to an untold belief that central government and its civil servants know best how to run a locally administered education service.

The proposals make London's education a national political issue: to argue against them is to argue that the local electorate, local consumers of the service and locally elected members should remain to set their own budgets and policies.

ELIZABETH MONCK
31 Lady Margaret Road
London NW5

Dubious statistics

Sir - An indignant Mr Tom Scott, education secretary of the Society of Teachers Opposed to Physical Punishment, defends the integrity of the information and statistics his organization publishes (TES, December 9). Let the readers judge.

On April 7 last in the Wish Bone Hotel, Eastbourne, STOPP told a group of journalists that the number of assaults on teachers in inner London schools in 1981 was "remarkably low". Only 35 compared with 62 in 1978. Incidentally, 1981 was the year ILHA banned the cane so STOPP were keen to show how peace in our schools had followed.

Yet 126 days earlier, to a question on how many ILHA teachers had been assaulted in 1981, Mrs Frances Morrell, chairman of the schools sub-committee had replied, "116". On April 13 I confronted Mr Scott over the telephone with both sets of figures. Yes, he was aware of the higher figure but it had come from the authority's Health and Safety unit and "in the past their figures have been rather misleading (sic). Every individual in the authority was included, like caretakers. I think the figure of 116 includes non-accidental injuries."

But the wording of the ILHA minute is unequivocal. It refers to assaults on teachers and then only those reported to the authority. How many more went unreported? And where did Mr Scott's conveniently low figure come from?

The answer was supplied from the rostrum of the NASUWT conference at Eastbourne on April 8 when speaker after speaker claimed many assaults on teachers went unreported. Mr Peter Herbert, executive member, read out a letter he had received from ILHA explaining that the figure of 35 was simply the number of assaulted teachers who had sought the assistance of the authority's solicitor. Not just a little bit dissembling on your part not to tell us that, Tom?

Anyway, seeing we are into statistics there's one set I've always wanted to see. How many full-time members of the country's 470,000 teachers are paid-up members of STOPP? And how many paid-up members of the society are not teachers? (The sponsors give no cause for concern, of course - Professor Ayer, Wedgwood Benn, Neil Kinnock ... every one a last-period-on-a-Friday-with-42-scarred-veteran.)

BERT LODGE
TES
Priory House
St John's Lane
London EC1

Cadogan Report of 1938 but they do not point out that this report refers to corporal punishment in boarding institutions and has no relevance to comprehensive education in 1983.

STOPP's research coordinator wrote recently: "Britain is already 200 years behind the times. Poland banned corporal punishment in 1783 (*Sy Helms Report*, November 20, 1983). He did not tell us that Poland was not a nation at that time but divided among Prussia, Russia and Austria, and that it did not have free compulsory education until 1921.

Not only are their statistics and arguments bogus, the whole organization is bogus. They call themselves a 'Society of Teachers ...', but they are not practising teachers. They are political campaigners, lobbying MPs, pressurizing the unions and badgering local education authorities."

Tom Scott describes Bert Lodge's article as "obscure". I thought he achieved a good balance between uncritical approval and overt rejection. Even I saw he had his tongue in his cheek at times.

CHARLES OXLEY
Principal
Tower College
Rainhill
Merseyside

No such thing as 'good' violence

Sir - I was appalled by your December 23 report about a head of English who teaches London children that the US is the source of all violence, injustice and oppression in the world; that the US exerts an "imperialist and military stranglehold" on the world; and that the US's violence is fascist and unjustified whereas "revolutionary violence" is righteous and just.

Such political attitudes are tendentious and based on demonstrably false assumptions, and the sloganizing language does not stand up to rigorous analysis. The truth is that since World War II (historically a sounder starting-point than El Salvador), as can be demonstrated, the source of the world's violence has been the Communist idea, which has led to the occupation of much of Europe and the overthrowing of great tracts of Asia, the Middle East, Africa, the Caribbean (notably Cuba), and Latin Amer-

ica, whereas in Berlin, Korea, Vietnam and many other places the US has been conspicuous in defending the free world against Communist aggression.

And as for the spurious distinction between "bad violence" and "good violence" which is so much a cornerstone of revolutionary mythology, anyone who has (like myself) been an eye-witness of instances of violence towards human beings during the first days of the Chinese Cultural Revolution of 1966 will know that to justify revolutionary/totalitarian violence as "righteous and just" is an appallingly naive oversimplification.

The truth is that violence is equally awful no matter which side the victim is on - witness the poetry of Wilfred Owen and the work and values of countless other writers in the English literary tradition which heads of English are free to teach.

present teaching position. Thus it has no connexion with Daneford School, or my colleagues there.

Thirdly, your article mentions that I "visited Grenada under the revolutionary leadership of Maurice Bishop and helped to form its education policy". In fact, I worked in Grenada for two years as a tutor in the National In-Service Teacher Education Programme as an act of service and solidarity with the Grenadian people and their revolution. They were, of course, more than capable of forming their own education policy - which they did, with a great deal of inventiveness and success.

Fourthly, and this is by way of compensating for a significant omission rather than rectifying factual error: the fact that I was dismissed from my post at Sir John Cass School in 1971, was only the beginning of the story. Perhaps it would have been more just also to add that after a long struggle, and with the support of my students, parents, the ILEA and my union, the National Union of Teachers, I was re-instated in the same post by order of the Secretary of State for Education in 1973.

Finally, my remarks quoted in your article might also be seen in the context of the US Government's intention to

But the really worrying thing is, what are evidently political and racist attitudes and slogans doing in a London school's English curriculum? It is one thing to question an established historical perspective, but quite another matter to teach a demonstrably false historical perspective as the right and only perspective, and to make it the basis of a course's books and poems. Will the children of Beth-

nal Green be able to arrive at a true understanding of the background of our times if the teachers on whom they depend indoctrinate them, *Nineteen Eighty-Four*-style, into seeing the US as the chief criminal in today's world?

NICHOLAS HAGGER
Head of English
Garratt Green School
London SW17

I wonder whether Mr Searle could take a few moments to talk with representatives of Amnesty International on the subject of violence and its use by "revolutionary" regimes. His teaching would gain in objectivity.

E.M. ALDRIDGE
17 Elgin Close
Fareham
Hampshire

withdraw from and thus seek to dismantle UNESCO, a widely-respected organization that gives invaluable support to the poorer nations of the world.

Thus while we see global aggression on a warming scale by the Reagan administration on the political and military fronts, we also see an accompanying attack on the educational, cultural and scientific aspirations of the struggling peoples of the world by its most powerful nation.

CHRIS SEARLE
Daneford School
London E2

ended the development of physics at crucial points in its history. Many of the examples I could quote would not be of interest at the school level. However, if the school curriculum is in any way to address itself to the problem of the spatial and temporal scope of scientific laws, as I believe it should, the cosmic dimensions of physics cannot be excluded.

To limit the teaching of physics to laboratory, or even terrestrial situations is to reduce the universal grandeur of physical principles to a parochial set of rules.

Popper said, "All science is cosmology ... and he defined cosmology as '... the problem of understanding the world - including our knowledge, as part of the world.' Surely this implies that the astronomy, the oldest of the sciences, is more than just a 'fringe science'."

PERCY SEYMOUR
Secretary
Association for Astronomy Education
Plymouth Polytechnic

Since Professor Blin-Stoyle is from a university having a major research interest in astronomy and strong links with the Royal Greenwich Observatory, I cannot believe he actually used those words. It is much more likely to be the result of editing, and to me it reflects the attitude towards astronomy in many educational circles.

Astronomy is part of mainstream physics, and the award of the 1983 Nobel Prize for Physics to two astronomers is a clear acknowledgment of this fact. Astronomy not only provides many interesting applications of physical concepts, it has also influ-



Nobel calling

Sir - I was both pleased and annoyed by the item on Professor Roger Blin-Stoyle's statement on the school curriculum (TES, December 9). Pleased to see that he considered astronomy important enough to include in the curriculum, but annoyed by the description of astronomy as a fringe science.

Since Professor Blin-Stoyle is from a university having a major research interest in astronomy and strong links with the Royal Greenwich Observatory, I cannot believe he actually used those words. It is much more likely to be the result of editing, and to me it reflects the attitude towards astronomy in many educational circles.

Astronomy is part of mainstream physics, and the award of the 1983 Nobel Prize for Physics to two astronomers is a clear acknowledgment of this fact. Astronomy not only provides many interesting applications of physical concepts, it has also influ-

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PERCY SEYMOUR
Secretary
Association for Astronomy Education
Plymouth Polytechnic

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Short summaries

Sir - Following the Secretary of State's decision to publish HMI reports on schools, I have read with interest the summary you have published of reports which have been received.

While appreciating the need to summarize a report of some 10-15 pages into a few lines is difficult, I find it impossible to feel that the resulting summary is a fair representation of the original report. It is incumbent upon you

to attempt to be as fair as possible. The six-line summary of the report on my school, and community college, (December 9) selected the paragraph only and that the most contentious and ambivalent. There was a great deal in the report which praised highly the work of the school, but no one would get this impression from your summary.

In principle, I welcome the publication of these reports, but must confess to a degree of reservation at attempts

both at national and local press level to summarize the findings. Surely the intention of the Secretary of State would be met by letting those schools on which reports have been written and, including to interested parties, whose copies may be obtained.

G.N. WAY
Headmaster
Alderman Collow School and Community College
Coventry

Cheque return

Sir - We appreciated information being given on your letters page (TES, December 9) about our versions of "Red Riding Hood", "Rapunzel", "Snow White" and "The Prince and the Pea".

Unfortunately, we are having to return cheques to TES readers ordering these stories, as it was not made clear that these should be made out to Once and Future Tales, and not to individual authors. The stories cost £1 each, including post and packing, and are available from the address below.

ANNE NEVILLE
Once and Future Tales
38 Sandown Lane
Liverpool L15 4HU

Trusty staff

Sir - I was horrified to read of the teachers striking over the sharing of staff resting facilities by teachers and ancillary staff (TES, December 9). The issue of pupil records, given as a reason, implies that the caretakers cannot be trusted, which is insulting to the extreme.

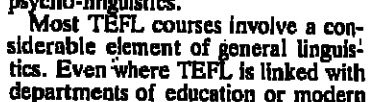
In this (independent) school all staff, whatever their "social station", have equal access to not only the common room but all facilities, and are involved in the pastoral care of the children, with equal power to discipline and reward the pupils.

FRAPPEY
Head, Hillcroft School
Stowmarket, Suffolk

FEATURES

G. E. MILLINGTON

And since language teaching in our schools still bemoans its inadequacies



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JOCELYN BELL

Jocelyn Bell teaches in a primary school.



Then there is his detailed description of a scripture lesson taken by a teacher with a strong Yorkshire accent.

"Now! (all jump) another parable - BE'OLL sower went forth to sow - But ooooooohooo.



Illustrations: Mary Evans



rhyme with *who*) HARR the sowers?

"Dead silence—and then, after one or two faint though reasonable attempts—stifled promptly—'HI HAM'."

This remarkable pedagogic farrago goes on, faithfully documented by Swinburne until: "Roob it all out - it's turned twice and she 'asn't begun the YMN' - and he flings the door open with a glance of triumph at my disappointment at not having seen those slates. His wife begins shilling at the top of her broken voice 'Peace.

perfect peace in this dark world of . . . the children shriek almost as shrilly, while the master's roarings and darts and pouncings in the main room complete an indescribable scene of harshness and confusion."

All this, you will understand, in the good old days when all children behaved themselves and knew their tables.

One of the crosses which Swinburne had to carry was that of travelling many miles to visit schools in an age when such travel was tedious and uncomfortable. On one occasion he found himself in the wrong place, having confused two schools with similar names, and begged a lift on a vehicle which turned out to be on an errand every-

"As it approached I saw it was a narrow, black and generally cruciform shaped construction, a sort of miniature transept dividing the driver's lofty seat from a species of closed wagonette in the rear. The transept I afterwards discovered to be a car for a coffin. . . . Persuasion in the form of

money induced (the driver) to let me mount the box and share a seat built for one; on this condition that I appeared to mourn, I immediately whipped out a capacious handkerchief and imitated the ladies in the wagonette behind with

such realism that he modified the condition by informing me that the personation need only take place when houses were about."

Pupil teachers, under the system of the day, were given written examinations, and Swinburne has some interesting examples of their answers. One, for example, was asked to paraphrase some lines from Shakespeare:

And O you mortal engines, whose rude
throats
Th' Immortal Jove's dread clamours
counterfeit,
Even so, Othello's occupation's gone

Now, what you or I might do with that I know not, but we could hardly do better than: "Goodbye you locomotives which will not last for ever; you made such a noise that the lasting shouts of Jove could not be heard. Adieu to the thing that is denied that passed away Othello's time."

In the end, though, what really endears Mr Swinburne to me is his attitude to the children. Transparently, he loved children, and saw the feelings and motives with greater clarity than many of their teachers.

"Arriving in the last moments of the religious hour, I was so struck by the beautiful sight before me - a tall, auburn haired schoolmistress - faultless face and figure, and some three hundred infants all on their knees in rapt devotion, that

halted, the door handle still in my hand, to contemplate more closely the scent lit up by the morning sun; in the brightness of which Lower toft, an East Anglian Venice, knows few rivals. 'What manner of man ought HMI himself to be,'

thought, "If such was the exemplary earnestness those it was his privilege to inspect?" For the little one's mouth had perforce to be opened to allow of sufficient flesh for the intensity of the closing their eyes."

Such observations abound: "Few adults really understand children, and yet the child has a world of its own. Even in a London hotel through your open window you may trace the sound of it, like stream flowing in another stream, and y

I was also impressed by the following passage: "George Spence, aged three-and-a-half in a town country school after his slate was filled, amused himself on the reverse side and when I was passing him he said, 'This slate for me to read and write.'"

he mutely held up his slate for me to see, as much as to say, 'I've written all these pot-hooks and have drawn something on the back, but no one looks at either.' The drawing so astonished me that I made a copy of it to show what a child can do.

in imitating and to committing to state and memory and how serious the loss of time when such faculties are not cultivated. No academy picture surpasses this sketch in interest. Minute details of harness, hoofs, wheels, driver, shafts, etc., there. It is a happy old picture, full of positive

The more I read Swinburne's book -- and I have only given here the smallest sample of its treasure -- the more I want to know more about him. To

Public Records Office, alas, cannot help, for a personal file is no more. Some biographical details can be deduced from his book, and one day I will go to Suffolk and look at records there. In the meantime, of course, there may be others who

can help - possibly, indeed, living relatives. I let me know.

BOOKS

Passion and duty, dirt and diet

Modern Scottish Literature. By Alan Bold. Longman £6.95. 0 582 49064 2.

A university head of department once asked me what my current research was. I said that I was working on modern Scottish literature. "Ah well, that shouldn't take you too long." It wasn't clear whether the snail was directed at quality or quantity.

Though Hugh MacDiarmid is the only figure in Alan Bold's survey of certain international importance, then at least the number of figures considered suggests a lively tradition. Bold has written perhaps the first fully comprehensive guide to Scottish writing in the twentieth century; he modestly excludes his own poetic work and frankly admits to an ignorance of Gaelic, a field that will require separate study.

Scottish literature, in both Scots and English, has been deeply marked by special concerns and obsessions: the divided self (dramatized in *Jekyll and Hyde*, theorized by the Glaswegian psychologist R D Laing) nature and industry; passion and duty; "dirt and diet".

However special and particular these twinned themes have been to Scotland, Scottish writing in the twentieth century has been neither provincial or parochial. At home or in exile, Scots writers have understood and contributed to the modern movement and have shown a grasp of wider traditions not always accomplished by English writers. With his alter ego, "Malcolm Mooney", W S Graham has created a poetic persona the equal of anything in Pound or Pessoa. Lewis Grassie Gibbon ranged from the Mearns to Egypt, Mayan America and Ancient Rome, a vision fuelled by Communism and Diffusionist anthropology. Robin Jenkins exported the quintessential Scottish themes to half a dozen countries and kept them intact. In the awesome *House with the Green Shutters*, George Douglas Brown brought his classical learning to bear on small-town hypocrisies and produced a native equivalent of Aeschylus tragedy. J M Hay brought Dosztoevsky to Loch Fyne and Alan Sharp turned Joyce into his unfinished trilogy of the Clyde littoral. Ian Hamilton May became a leading world exponent of concrete poetry (and literary politics).

Finlay's home, "Little Sparta" at Dunsyre, Lanarkshire, was designed as a microcosm of the whole artistic world, a shrine to Apollo. It is also an independent republic blessed by the Ordnance Survey and the scene of recent, perfectly serious battles between the poet and the Sheriff Officer's agents over Finlay's taxable earnings and assets. Alan Bold brings out the combative nature and mythical ambitions of modern Scottish writing exceptionally well. MacDiarmid, Gibbon, Edwin Muir, Finlay, the younger dramatists all display a taste for action, effort outside literature, which is an important symptom of their dilemma. Bold himself is a gifted painter like MacDiarmid and the rest, he has been too easily diverted, frustrated by the incomprehension of his countrymen. The immediate loss is obvious. The gain is in the lack of settled identity and in the range of historical and cultural wrongs. Scottishness, as John Steinbeck wrote to Jacqueline Kennedy, is not a lost but an unwon cause.

Modern Scottish Literature is rather bitty and unformed, a reference guide rather than a comfortable read. Bold obviously writes on automatic pilot, in short, intuitive bursts rather than in

sustained argument. The fact that the subjects are friends and peers only emphasizes the biographical and personal approach. In recent years Bold's own poetry has lost much of its impetus and more energy has gone into critical work, largely on MacDiarmid. Unfortunately, literary criticism imposes different disciplines that he has yet to meet; here, either the preparation or the proofreading is faulty. Gibbon's *Sunset Song* was published not in 1923 but in 1932. George MacBeth's name is misspelled, confusing the king and the poet. It is never quite clear which are given names and which pseudonyms and there's an unexpected appearance by one Gerald Manly Hopkins (brother of the more famous Gerard Manley H, who makes it into the index). If this sets out to be a standard textbook on the subject, then such obvious errors have to be edited out. Too often, Bold is offhand and dismissive: "Further comment is rather superfluous". From a man who has put his name to seven titles in a year that sounds evasive and pressured rather than confident. Further comment would have been welcome.

Brian Morton

Laughter and tears

Second From Last in the Sack Race. By David Nobbs. Methuen £7.95. 0 413 50510 3.

David Nobbs has a well-earned reputation for making his readers laugh. Even when, as one reviewer has suggested, they rather feel they "really ought to be crying". No such ambivalence occurs while reading this story of a working-class Yorkshire boy's childhood and adolescence. Many passages in it induce laughter; but more invite tears.

Henry Pratt was disadvantaged from birth: by his parents, by the "rat-infested back-to-back terrace" house in which he lived his first five years; by his sordid environment - ironically named "Paradise" - but most of all by his physique and temperament. Ungainly in body - "a distinctly podgy child" - lacking strength and physical skills, he was also, despite considerable intellectual ability, timid, nervous, and withdrawn. His overmastering desire was to be securely enclosed in some familiar "world" (the word recurs repeatedly). His overmastering dread having to meet and mix with the outside world of indifferent or hostile human beings.

Fate decreed that Henry should have varied, and mainly unpleasant, contacts with that world. The Second World War broke out when he was four. His father joined up, and his

mother and he went, despite his passionate protests, to live on an uncle's farm. He loved it; but a four years' idyll was brutally ended by bereavement. His mother was killed by a bus. His father, back from active service, took to drink, and hanged himself.

Henry went to live with a wealthy uncle and aunt who, being social climbers, took him from the local grammar school and sent him first to prep and then to a public school. These almost broke him, but his spark of fighting spirit pulled him through. When Uncle Teddy's business crashed, he returned to his grammar school, and his social class, and was befriended by the only teacher of insight portrayed in these pages.

In creating Henry Pratt, Mr Nobbs shows real understanding of a sensitive boy's mind. He is, I think, particularly successful in depicting three characteristics of the infant's unconscious: blending of fact and fantasy; the humiliating loneliness of the young adolescent who is rejected by his peers; and the alternating ecstasy and despair of the introverted 15-year-old seeking to fathom the ultimate mysteries of God and fate.

With so much dialect, readers need a glossary. I've lived in Henry's Yorkshire, but some 20 words beat me - and the Concise Oxford Dictionary.

H C Dent

Clare, clear-eyed

John Clare's Autobiographical Writings. Edited by Eric Robinson, with wood engraving by John Lawrence. Oxford University Press £7.95. 0 19 211774 2.

Much of the text of these sketches and fragments has been published before. Professor Robinson's contribution is to set them in a sequence superior to that designed by his predecessors, and to bring them into a greater conformity with Clare's natural style. "Clare was a page of his life," and the sequencing of his poems, vignettes and sketches by Professor Robinson has preserved, help to establish, the continuity and integrity of the writer (which is not to be confused with the

heart-rending pages given over to the "Journey out of Essex" - genius, penniless and foot-floored, eating grass by the roadside, returning to where he would be "homeless at home").

Clare's frequent references to the folklore and chapbook literature that underlay his schooling are well enough known; they need, as here, to be taken with his clear-eyed view of the people and places of his time and the disenchantments of the literary life. ("I would advise young authors not to be upon too close friendship with book-sellers," he remarks in a passage relevant to debates going on at the moment; and what he has to say about "labelling critics" strikes home hard.)

This admirable book follows the pattern set by *The Shepherd's Calendar* some years ago, and has its pages decorated by one of our foremost graphic artists. John Lawrence's wood engravings may not be perfectly printed, but they are perfectly integrated. If only Clare's *Journal* had been included too.

Brian Alderson



"The small hours in the Sixties at 16 Cheyne Walk" - a Max Beerbohm cartoon of Swinburne reading to Gabriel and William Rossetti - one of the illustrations to Margaret Stony's *Nineteenth Century English Literature* (Macmillan £15.00 and £3.95). This new addition to the Macmillan History of Literature is a well-conceived background book for sixth-formers, and it includes suggestions for further reading.

Taking the palm

Idylls of the King. Alfred, Lord Tennyson. Edited by J M Gray. Penguin £6.95. 0 14 042 253 6.

What an extraordinary efflorescence of Arthurian literature there was in the nineteenth century. Scott and Southey, Wordsworth and Peacock, Arnold and Morris and Swinburne, they all wrote poems based on one or more constituents of the great story within which, as Caxton wrote, "may be seen chivalry, courtesy, humanyte, frendlynesse, hardynesse, love, frendship, cowardyse, mardre, hate, vertue, and synne".

But it is Tennyson who takes the palm for the most sustained representation of Arthurian legends. Enamoured of the material while he was still a boy, he later steeped himself in Malory and the *Mabinogion* (although he seems to have ignored Chretien de Troyes and Wolfram von Eschenbach and the other great continental sources). Then, in two bursts midway through his poetic career (1856-59 and 1869-70), he composed the 12 blank verse *Idylls* that amount in all to over 10,000 lines.

Tennyson was probably the last Laureate able to write patriotic poetry, and in a sense *Idylls of the King* is his most patriotic of all his work. Dedicated to the lamented Albert and rounded off with an address to Queen Victoria in which Tennyson speaks of Arthur as "ideal manhood closed in real man", it is an attempt to reclaim Arthur from the mists of time and to bring him back to the Victorian age, to the great man of letters, to the greatest living Englishman.

This edition is a patchy success. Technically it is well done (the

boiling; it is long on moralizing and short on teeth. Much as one may admire the slow-moving autumnal sadness of certain scenes, above all "The Passing of Arthur", one feels the want of the out-and-out heroic, of epic as opposed to elegy.

But not to know the *Idylls* is not to know Tennyson's most ambitious work and J M Gray's edition, which follows the Eversley Edition authorized by Tennyson himself, and takes note of Christopher Rick's comprehensive edition - is ideal for students. The critical apparatus is very strong and has four principal elements. It identifies Tennyson's sources and quotes copiously from the *Morte d'Arthur* and *Mabinogion*. It interprets textual obscurities and allusions (Caesar's eagle, sacred fish, Caer-ryll's highest, pussance, help, vert, cat). And it sensibly comments on those words the meaning of which has shifted during the last century (iron-chest, lustrous, grateful, dusky).

Above and beyond this, J M Gray regularly quotes from Hallam Tennyson's annotations to the Eversley Edition. Of the line quoted above, for instance, "ideal manhood closed in real man", the poet's own words are: "I have seen this vision of Arthur, my father thought that perhaps he had not made the real humanity of the King sufficiently clear in his epilogue, so he inserted in 1891 (this line) as his last conception." At such moments, one almost wishes watching behind the great man, and in the last full year of his life, and little could be more fascinating.

Kevin Crossley-Holland

Sound edifice

Studies in Tudor and Stuart Politics and Government. By G R Elton. Volume III: *Papers and Reviews* 1973-81. Cambridge University Press £27.50. 521 24893 0. Land, Family & Inheritance in Transition: Kibworth Harcourt 1280-1700. By Clecly Howell. Cambridge University Press £32.50. 521 24631 8. The Transformation of Medieval England. By John A F Thomson. Longman £7.95. The Frankish Kingdoms under the Carolingians. By Rosamond McKitterick. Longman £9.95.

G R Elton, who was appointed Regius Professor of Modern History in Cambridge University early last year, made his reputation 30 years ago with his major work *England and its World* (1955). The shifting of emphasis away from king to minister, or more correctly minister and Parliament, led to a celebrated academic cockfight of the postwar period and it is an argument which can still ruffle a few feathers.

The passage of time has left Cromwell battered on his plinth, but far from toppled. Now Cambridge University Press has issued a compendium of papers and reviews, the work of the past decade, which serves to illuminate a case of heresy which became accepted as orthodoxy in the Namier tradition. Elton reveals first the mechanics of early Tudor government, the apparatus moulded and transformed by his hero. Then he takes a fascinating diversion into the materials of Parliamentary history - how the great rolls series work in building up a rounded, realistic picture of the past. He takes up the gage on one of the most controversial points of his case for Cromwell: the interpretation of the Flight from Grace, the greatest test of the Tudor powers of survival, and does also in his cold dissection of the character of Robert Bolt's hero, Thomas More.

Among related topics which he tackles are "crime and the historian", a subject to which he once devoted a monograph, in the working of Cromwell's coercive legislation - and what else but "Thomas Cromwell redivivus"? Elton admits to having made some "extraneous claims" for Cromwell. The edifice, on this evidence, is sound enough.

Archives can be responsible for rescuing the reputation of the great, or they can - and do increasingly - provide the means for turning over the common clay of history. What the *Long March of Everyman* did on radio a few years ago, demography and agrarian historians are doing now, recovering a lost rural past, in this case that of the Manor of Kibworth Harcourt, near Leicester. The minutiae of survival for the peasant class makes fascinating reading - for instance during the fourteenth century plague reappeared at 10-year intervals, making families extinct in the male line.

Comfortable orthodoxies, as the foreword to John F Thomson's book says, have been washed away by the strong current of modern historiography. Cromwell's vast archive modern means of reassessing the early modern period. Its immediate predecessor, the late medieval, still sets a challenge of interpretation, and a synthesis such as this can be welcomed as an aid, for sixth formers and freshmen alike. It has a useful compendium of information, including selected statutes referred to in the text, and which lists principal office holders under Henry Crown, lists meetings of Parliament, as well as prices and wages in Southern England in the period.

What knows he of Charlemagne who only the Song of Roland knows? The Rosamond McKitterick performs very creditably the difficult task of calling the Frankish chronicles to account a much-needed narrative history of the roots of the French nation. Not the least important part of it is the detailed material on the formation of the Norman state.

John Crossland

BOOKS

Strength and weakness

The Story of Man. Book 1: Ancient Times. Book 2: Medieval Times. Book 3: Modern Times. By A C Morales. Macmillan £2.95 each. 0 333 36438 4, 36439 2, 36440 6.

"The Russians stopped the German offensive. They defeated the Germans at the Battle of Stalingrad in 1943. After this, the Germans did not try to conquer Russia again." This is a fair illustration of the strengths and weaknesses of Macmillan's three volume *The Story of Man*: concise, striking and so over-simplified as to be downright misleading. Again, "In March, 1933, Hitler made the Reichstag give him emergency powers". Well... The series is planned as a contribution to integrated studies and seems to be aimed at top primary or first year secondary children. Nevertheless the author, Alberto C Morales MA (the publishers do not tell who he is) claims that "History is a true story".

Not that these books lack merit. They are attractive in appearance, competitively priced and lavishly illustrated. The canvas covered is enormous. Book 1 deals with the Stone Ages, Mesopotamia, Egypt, India and China, before the more familiar ground of classical Greece and Rome is reached. It concludes with India under the Maurya Dynasty and China under the Zhou Dynasty. Book 2 is similarly comprehensive, describing medieval India, China and Japan as well as Europe, Renaissance and Reformation. Book 3 is likewise a *tour de force*, covering the modern world, not merely the Western nations.

Such broad themes as the development of early cultures into civilizations are effectively conveyed, and there are useful comparisons of present-day tribes (eg in Papua New Guinea) with early man. The treatment of specific topics, however, such as the Byzantine Empire or the Hundred Years War, is superficial in the extreme. Nor are there any recommendations for further reading or for the use of film-strips which would make "in-depth" studies possible.

The books are pleasant to flip through. Many of the topics are unfamiliar and the pictures are colourful. But even primary school children will not find enough material to get their teeth into, when they get down to detailed study. The treatment of the last 40 years is particularly sketchy, and indeed Book 3 as a whole is the least satisfactory. The first two books, on the other hand, are certainly lively and stimulating kaleidoscopes where the superficiality of the treatment matters less. Nor is one irritated to the same extent by the combination of genuine photographs or portraits with childish modern illustrations of no historical value whatsoever. There is no excuse for maps without scales or for saying that the Wesleys "wanted emotion, not reason, as the basis of religious worship", an observation which is an insult both to the reader and to the Wesleys, and, one would think, incomprehensible to 11-year-olds.

Richard Wilkinson

CHILDREN'S LITERATURE

The Neverending Story. By Michael Ende. Translated by Ralph Manheim. Illustrated by Rosalind Quodley. Allen Lane £9.95. 0 7139 1509 9.

As 10-year-old Bastian Balthazar Bux settles down to read about the rock-thrower Pyromachark from the Cheesewheel Mountains, murmuring to himself, "I must carefully appraise my provisions", anyone who cares for linguistic vitality or imaginative insight may be forgiven a quiet snigger. *The Neverending Story* is a grand pretentious derivative mind-numbing. It takes the reader on a



An illustration from *From Workshop to Warfare: The Lives of Medieval Women* by Carol Adams et al in the Cambridge University Press *Women in History* series (£2.15), which contains questions and ideas for topic development for lower secondary pupils.

Striking contrasts

The Medieval Reformation. By Brenda Bolton. Edward Arnold £4.50. 0 7131 6252 X.

The Medieval Reformation is first-rate. It is written by a specialist for specialists - degree students or bright sixth-formers who are studying medieval history. Brenda Bolton modestly disclaims originality; she has written a concise summary of recent research, which has been published elsewhere. However, her story is an exciting one and it is indeed based on up-to-date scholarship. Significantly most of the books mentioned in the helpful bibliography have been published in the last 10 years.

The author's theme is the religious revival which historians now recognize accompanied the twelfth century renaissance. The parallels with the fifteenth and sixteenth century revolutions in secular and religious thought are striking. Intellectual liveliness and the questioning of authority inevitably posed problems for the Church. What is so fascinating - and this is particularly Brenda Bolton's theme - is that the contrasts between the thirteenth and sixteenth century reformations are

even more striking. Above all, the unity of the Church was preserved during the course of the earlier movement.

If the book has a hero, it is Pope Innocent III. With remarkable shrewdness, he canalized the desires of thoughtful, idealistic Christians to return to the simplicity of the New Testament. The result was the foundation of the Franciscans and Dominicans - on the Pope's terms. "If Francis was indeed the founder of an Order, he was a highly reluctant founder... By 1220 the development of the Order had been taken out of his hands and by 1260, had he been still alive and starting afresh as a layman, he would not have been allowed into the Order." This is well put.

Innocent succeeded in writing into the nature of the new orders loyalty and obedience to the Church. The corollary was the persecution of the Albigensian Cathars who insisted on their right to go their own way. "Innocent III saw the danger to the faith and to clerical superiority implicit in those lay movements." He took appropriate action.

R W

Tablet texts

The Roman Writing Tablets from Vinolanda. By Alan K Bowman. British Museum Publications £2.50. 0 7141 1373 5.

Alan Bowman's book about the Vinolanda writing tablets is the best kind of popular history. It is a concise, readable account of the military background, the discovery of the tablets and their content and significance. There are several excellent illustrations and there are helpful recommendations for further reading.

Mr Bowman demonstrates what an exciting discovery the tablets are. "One of the most important features of the Vinolanda writing tablets is that they make a significant contribution to our knowledge of writing and writing materials in the Roman world. This is because the great majority of the tablets - all but a dozen or so - are of a kind almost totally unknown before this discovery." Hitherto, archaeologists have failed to recognize this kind of tablet, and only recently has it been

technically possible to preserve such frail documents, often less than 0.25mm thick.

As for the subject matter of the discoveries, readers can draw their own conclusions. There are excellent photographs of the originals, the Latin is pieced together and a literal translation is provided. We have accounts of food supplies which include, predictably, spices, fish-sauce, Celtic beer and sour wine, and, more surprisingly, a wide range of meat: pork, roe-deer, venison and ham, which casts doubt on the widely accepted belief that the Roman army was vegetarian. A letter to a soldier at Vinolanda throws fascinating light on conditions at the draughty outpost of empire: the writer solicitously mentions a parcel which should be on its way, containing not only sandals, but socks and underpants.

Mr Bowman gives the details of six such texts which vividly take us back to the Romano-British frontier. c 100 AD.

R W

Practical history

The Longman Handbook of Modern British History 1714-1980. By Chris Cook and John Stevenson. Longman £12.95 and £6.95. Population Studies From Parish Registers. Edited by Michael Drake. Open University Set Book. Local Population Studies £4.95. The Urban Experience. A Sourcebook. English, Scottish and Welsh Towns, 450-1700. Edited by R C Richardson and T B James. Manchester University Press £19.50.

Few factual reference books in history seem to have the same staying power as the classic works of reference. Yet there is no good reason why an all-in-one book of historical facts and statistics should not rub dust-jackets with *Quotations*. Longman obviously has high hopes of achieving this with their *Handbook*, which they describe as being "practical, accessible, broad-ranging and concise" and one that will prove "an invaluable companion".

It certainly deserves to meet an enthusiastic response from students, teachers, historians and lovers of reference books, since it is everything Longman claim it to be. I only hope that the success it merits will lead to yet more detailed, definitive editions in the future - updated at regular intervals, and progressively becoming even better value with each succeeding year.

The *Handbook* is divided into seven main sections. Those on political history and social and religious history are excellent, with their chronologies (eg educational legislation) and statistics, such as the composition of the House of Commons in every parliament since 1832. The economic history section is rather thin and could be usefully

amplified; there are important gaps in the foreign affairs and defence coverage (no mention of El Alamein, for instance); and the biographies should have been omitted. None the less, this is an extremely useful tool, with a glossary explaining terms used in the book, a comprehensive and first rate topic bibliography, and an excellent index.

Population Studies from Parish Registers is not a reference book in the sense of providing facts, dates and statistics. But it serves a similar purpose, as an exemplar of the use of statistical techniques in history. The book is basically a selection of 21 reprinted articles from the journal *Local Population Studies*, which describe researches based on parish records of baptisms, marriages and burials. The editor sets the tone in his excellent introduction, where he suggests the use of an algorithm (yes/no flow chart) to assess the utility and reliability of parish registers. Other contributors explain how they have used such esoteric techniques as regression analysis, chi-square testing, biometric analysis and the calculation of moving averages.

Despite the advent of numeracy in history, subjective documentary evidence will no doubt continue to provide much of the basic raw material. Doctors Richardson and James do urban historians a service in publishing their *Sourcebook*, a collection of 173 extracts from Tudor and Stuart documents, delineating in exacting detail the topography, economy, politics, administration and social structure of towns between 1450 and 1700. Yet, despite the claim that in 1975 "no fewer than fifty-eight British universities and polytechnics were offering courses in urban history", the publishers are asking nearly £20 for this 192-page book.

Philip Sauvain

THE TIMES Concise Atlas of WORLD HISTORY



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John Crossland

RESOURCES

Mindstorms — Seymour Papert's book is subtitled "Children, Computers and Powerful Ideas." The Department of Industry scheme has brought primary school children and computers together, but the powerful ideas still do not seem much in evidence. It is all too easy to get bogged down in technical problems of loading programs or connecting monitors.

Every infant teacher knows that children learn a great deal through play. The same is equally true of adults and the best way for a teacher to get over any diffidence about the computer is to take it home for weekend to experiment with it. You will rapidly discover that it is a robust machine that cannot be broken by pressing the wrong keys, and will come to no harm bundled into the back of a car.



Assembling the computer with its mass of cables to connect the keyboard, monitor and cassette, can seem very daunting. Some teachers have carefully colour-coded the various plugs and sockets so that setting up the computer becomes a simple matching exercise.

Other teachers have evolved an alternative strategy. They have selected a group of trustworthy children and given them the task of working out how to put the thing together. The children master the machine much more quickly than the teachers and from then on no adult needs to go near the computer until it is set up and ready to go. Some say this works even better if the children selected are the most boisterous in the class.

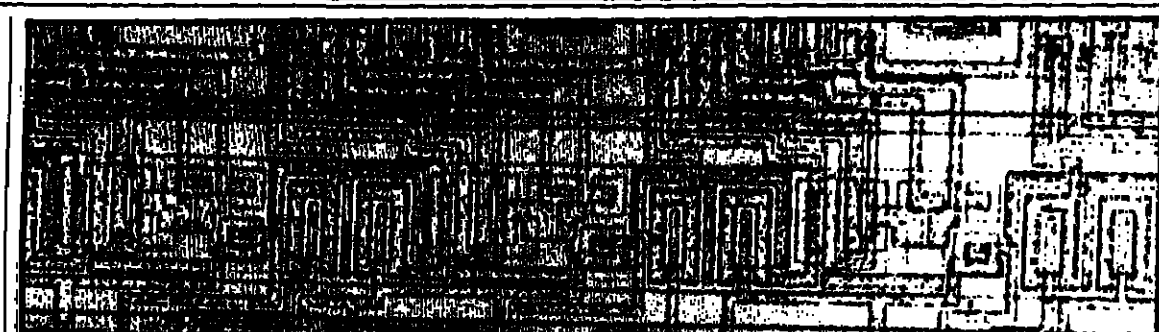
This leads us to the greatest threat the micro poses in the classroom. Once you've got a computer in the corner any pretensions you had to know all the answers, go out of the window. Children learn fast about computers. Teachers, if they are open-minded and flexible enough, can learn a lot from the children and may even be able to keep up with some of their class.

But if you rely on the children for technical support, don't expect them to be equally helpful in software discrimination. Until the novelty wears off, most children are more than happy to sit down and work their way through programs which make space invaders look educational sophistication. The engine of the children's joy is not really the computer, but a piece of educational software.

The production of educational software requires extensive cooperation between professionals in very different areas of activity if it is to be successful. The 24 Dudley programs, one of the most comprehensive packages of software for primary schools yet produced (reviewed on page 23) are the result of an association between a local education authority, 19 schools, a leading educational software house and a major publisher. The model they could serve as a useful model for the development of similar packages both at primary and secondary school level.

The idea for the package sprang from a conversation between Graham Nunn, head of Mount Pleasant Primary School in Quarry Bank, and Tony Clements, director of Five Ways Software in Birmingham. They discussed the need for more good primary school software. Mr Nunn later approached the 19 schools and it was decided that 24 teachers from 19 schools in the area could take part in a project to design a number of computer programs.

The teachers chosen, say Mr Nunn, were good all-rounders with little or no computer experience — the authority wanted them to spread the task with a completely open mind. They were divided into six groups for each of the planned six themes: Weather, Homes,



From computer assembly to powerful ideas

Christopher Schenk with some advice for primary teachers meeting their first computer in the classroom

With the DoI subsidized computer comes a Microprimer pack that includes about 30 programs. It would be unwise to expect every program in the pack to be bursting with educational potential. They were put together some eighteen months ago and, such is the meteoric speed of developments in microtechnology, some of them already look rather tired and dated.

Even the best of Microprimer have their limitations. There are about half a dozen programs in the pack that have a lot of potential in the primary school and will continue to be useful for some time to come. However, very few of



them are flexible enough to be used again and again and integrated with all sorts of work in the classroom.

There is a great deal said and written about the shortage of software. Many primary teachers are worried that the DoI have only subsidized the cheap bit, and that buying the hundreds of programs they think they need will be a crippling burden at a time of diminishing resources.

Scientific observations of birds or the weather or a host of other things, built up over a period of time, can now be collated and analysed. Fictional data bases can be used to solve imaginary mysteries. Most important, children can begin to appreciate the advantages, and the dangers, of forms

of electronic record keeping. There are other programs which, though not quite so powerful, are still

Some people argue that in a few years time most primary schools will have settled for a handful of good programs and the plethora of electronic work-cards now exploding onto the educational market, will have gone the way of teaching machines and programmed learning.

Certainly at the moment one or two powerful programs are available that represent excellent value for money. A good version of LOGO turtle graphics, such as *Arrow*, *Dart* or *ILEA Logo*, allows children to work at their own level, on their own problems, and gives a natural and simple way into a world that can involve intricate and complicated thinking and lead on to logical and mathematical discoveries previously thought to be appropriate only to much older children.

Another area in which a small expenditure can reap large rewards is information retrieval. *Facile* comes free, and is the best of the Microprimer pack. Augmented by a graphical display program, such as *Picfile*, and a more powerful, information retrieval package such as *Quest*, the computer can enhance work across the whole curriculum. History from primary sources, such as census material, becomes possible with surprisingly young children.

Scientific observations of birds or the weather or a host of other things, built up over a period of time, can now be collated and analysed. Fictional data bases can be used to solve imaginary mysteries. Most important, children can begin to appreciate the advantages, and the dangers, of forms

of electronic record keeping. There are other programs which, though not quite so powerful, are still



very flexible. *Jane* can be used for interesting and challenging number work over a wide ability range. Binary tree programs, such as *Branch* or *Seek*, can develop logical thinking linked to many different subjects. Simulations of the quality (though not necessarily of the price) of *Mary Rose* can be part of a class project lasting several weeks.

But if judicious buying means that software need not be as expensive as many teachers fear, as the micro becomes an integrated part of the work of a primary school there may well be further costs on the hardware side. Disc drives and printers are tempting extras. They open new possibilities, such as word-processing with packages like *Edword*. Teachers of infants will be equally tempted by turtles and concept keyboards.

One computer per school may quite soon seem inadequate and further funds will be needed for the purchase of new machines. In the meantime there is the

problem of sharing a single resource throughout the school. Too great an insistence on fair play for all can be disastrous: in a twelve class school each teacher might be time-locked for two hours at the computer each week, giving no-one enough time to get anything interesting off the ground. It would be far better for each teacher to have the computer for a week each term, with any extra weeks up for grabs among enthusiastic teachers.

In the same way allocation of time within the class should be in large enough chunks to allow worthwhile tasks to be completed. The computer lends itself naturally to group work, though some programs can promote whole class discussions. There are very few occasions on which the micro can most productively be used with a single child.



Micros are still newcomers to the primary classroom. If their educational potential is to be realised they must be rescued from the clutches of a technological elite and become a natural and useful tool for every class teacher. They are not in competition with the blackboard and the library. Their place is alongside many other resources in the classroom and they will never usurp what is the centre of all good primary practice — the teacher and the child.

Facile (BBC 480Z, now, Spectrum in Spring 1984) and **Picfile** (available Spring 1984) are published by Cambridge University Press, Shaftesbury Road, Cambridge CB2 2RU. **Arrow** (480Z) is available from RML, PO Box 75, Mill Street, Oxford, OX2 0BW. **Dart** (BBC) **Quest** (480Z, BBC) and **Branch** (480Z) are available from AUCHIN, Ennismore Road, Hatfield, Herts.

Seek and **Jane** (BBC now, and 480Z this month) are published by Longman Microsoftware Unit, Burnt Mill, Harlow, Essex.

Edword is a Rom chip for the BBC, together with a pack of teaching materials, available from Cwyd Technol Ltd, Conch House, Kelstern Road, Flint, Cwyd. **Mary Rose** (BBC now, Spectrum and 480Z this month) is published by Glen and Co Ltd, Proberts House, Park Road, Aylesbury HP20 2QZ. **ILEA Logo** (480Z) is available from ILEA, Bethwin Road, London SE5 0PQ.

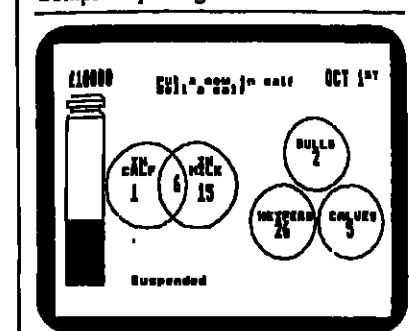
were constantly being made for this reason, say Graham Nunn, who emphasizes the importance of educationalists working closely with programmers.

The programs were trialled in about 40 schools in Dudley, Wolverhampton and Cumbria and often changed quite radically in the light of criticism. At the same time Holmemann were sending the software out to their consultants and producing the accompanying materials.

"The result has been 24 programs made available nationally and perhaps also internationally. The advantages to the schools involved in their production have also been immense, says Nunn, not least because the two-day conference involved a redefinition of the teachers' aims in order to locate areas where the computer might have a role. "It made us think deeply," he said, "about what we could do what we couldn't do, and what we wanted to do". Even if the programs had never been produced, he says, this exercise alone would have been enormously useful. In addition the teachers involved in the project have gained a great deal of experience in designing programs and handling the computer.

The programs originally produced did not move from right to left and did not have a knowledge of learning principles. Mistakes

The Dudley Programs
24 programs on six themes
Five Ways Software
Each theme pack consists of one program covering each of the following subject areas: science, maths, environmental studies, language, a teacher's book, a child's "runcard" and a set of keyboard overlays.
Available on cassette for the BBC Model B and RML 480Z.
From Holmemann Computers in Education.
Individual programs: £9.25 + VAT
Individual themes: £33 + VAT
Complete package: £185 + VAT



From "Dairy Farmer"

The Dudley programs will run on the BBC Model B and the RML 480Z microcomputers. These programs have been designed to fit in with the thematic approach to teaching. They cover six themes: Travel, Myself, Homes, Weather, Exploration and Food. There are four or more programs on each theme covering the curricular areas of mathematics, science, environmental studies and language. The program notes state that they were prepared for primary and middle schools but there is a bias towards the upper age range, say nine years plus, although the language programs could be used with younger children.

The programs are extremely well documented. Each theme pack contains a booklet with very clear instructions on how to operate the programs. They are written to suit the varying abilities of children using them.

The booklets also contain several classroom studies which demonstrate how the programs were used during trials in schools.

Each program has an accompanying plasticized card showing the operating instructions which the children will need. There are also overlays which remind the pupil of the use of the function keys during a specific program. With these aids the average child should have no difficulty in running the programs, but children with a low reading age may have trouble deciphering the "runcard" and there is no

adult help. Once at the micro the child is independent, all the information is on the "runcard" and overlays, so he or she can experiment at will. The programs that practise skills, *Shopkeepers* and *Mapping*, give the correct solution if the child cannot cope and this again builds up the child's confidence and independence.

The informative programs display the facts in a visually stimulating way. In particular *Stargazer* which shows the changes in the sky night by night; a facility that has no book equivalent. Similarly the weather program shows continual changing weather patterns as the year progresses.

These programs will prove invaluable to teachers willing to incorporate them into a project; they are not designed to be used in isolation. As with any other aspects of project work the teacher must provide back-up material, reference books, apparatus and more importantly initiate discussions on the subject of the program about to be used. This will enable the children to make the most of their computer component of the thematic approach.

The programs fall into three types: those which impart information, those which practise a skill, and the investigative type which call for the evaluation of the variables of the problem and subsequently require a decision to be taken. All the programs will trigger off valuable discussions between the children using them. They also require the children to interact with the computer and be aware of changing information on the screen. There is a pause facility enabling children to stop and think, so they do not feel pressurized.

Map Skills 1 and **2**
Netherhall Software
Cambridge University Press, The Pitt Building, Trumpington Street, Cambridge CB2 1RP.
Available on BBC(B) cassette or RML 380Z disc.
£13.95 + VAT

Occasionally the microcomputer is able to add a completely new dimension to teaching. More often, its role is limited to offering a different and sometimes better way of teaching material that has long been at the heart of the curriculum. It is the latter context that best fits map skills, and best describes the achievement of the Cambridge Micro Software packages. There is nothing here that could not be done without a computer, but much that gains greatly in clarity, variety and speed.

The most successful sections are

Thematic approach

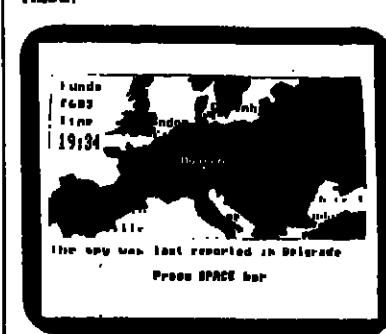
Betty Lumley reviews the 24 Dudley programs for primary schools

may to get help from the display.

The screen displays are informative and easily understood but in some cases seem rather crowded with information. The graphics are good and the operating instructions given on the screen are very clear and simple to follow.

These programs will prove invaluable to teachers willing to incorporate them into a project; they are not designed to be used in isolation. As with any other aspects of project work the teacher must provide back-up material, reference books, apparatus and more importantly initiate discussions on the subject of the program about to be used. This will enable the children to make the most of their computer component of the thematic approach.

The programs fall into three types: those which impart information, those which practise a skill, and the investigative type which call for the evaluation of the variables of the problem and subsequently require a decision to be taken. All the programs will trigger off valuable discussions between the children using them. They also require the children to interact with the computer and be aware of changing information on the screen. There is a pause facility enabling children to stop and think, so they do not feel pressurized.

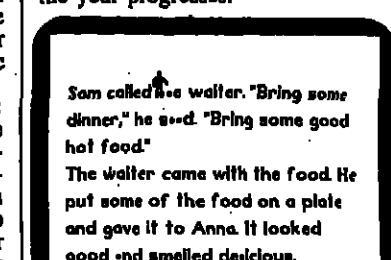


From "Special Agent"

Children enjoy the investigative type of programs because each one holds a challenge and is based on a real life situation, also the resulting calculations and further investigations have relevance to them or their families. They also find it pleasurable to make their own decisions, see the subsequent results and then make the appropriate adjustments for the re-run, without

adult help. Once at the micro the child is independent, all the information is on the "runcard" and overlays, so he or she can experiment at will. The programs that practise skills, *Shopkeepers* and *Mapping*, give the correct solution if the child cannot cope and this again builds up the child's confidence and independence.

The informative programs display the facts in a visually stimulating way. In particular *Stargazer* which shows the changes in the sky night by night; a facility that has no book equivalent. Similarly the weather program shows continual changing weather patterns as the year progresses.



Sam called the waiter. "Bring some dinner," he said. "Bring some good hot food!"

The waiter came with the food. He put some of the food on a plate and gave it to Anna. It looked good and smelled delicious.

From "Spelling"

The material contains numerous points for further development and research, and in many cases after the initial discussion the program could be used as a basis for a project. For example the program *My Mathematical Self* contains details of fictitious children which it displays in graphical form and it also has the capability to let children build a database from their own questionnaire. The children will then appreciate the potential of the computer for handling information, use it to analyse the results and go on to study forms of graphical representation. In the program *Tom Search* a compass must be used in a dark cave to find a treasure, and there are traps to be avoided in building up a plan of the cave. This develops spatial awareness and directional skills. Subsequent work could include compass bearings, routes, scale plans, measuring, co-ordinates and graphical work.

The language aspects of the themes are covered in various ways, some are meant to encourage creative writing. A typical example of this is *Creating a Monster*. Here the child chooses features and aspects of environment to

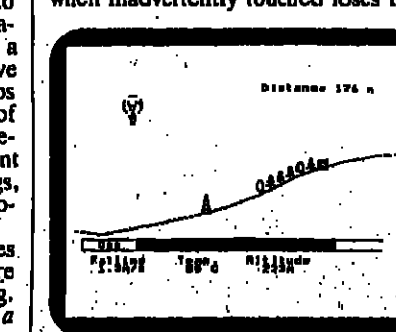
incorporate in a monster and its habitat. The program provides a suitable vocabulary and skeletal story line on which to build his or her imaginative story. Other programs contain paragraphs to be punctuated or passages with spelling mistakes which the children correct. This they do with the help of Dud, a figure which moves jauntily along the lines. These passages are all connected to the specific theme.

Another program called *Scanning* contains 40 passages on weather. The child is able, with the help of Dud, to choose eight words to save from the passage and the computer then asks a series of questions on the passage. If the words are chosen wisely they help with the answers. This skills should help with note taking, a concept most children find difficult.

Every theme contains a thesaurus program which consists of up to 1,000 words which are presented in associated groups and the children can explore various connections between ideas and words. This encourages accurate spelling and stimulates creative writing or much more research.

Loading times vary from three minutes to six minutes. One possible drawback found is the scrolling of the block numbers when the program is loading. If the screen is left unobserved the message "rewind cassette" (when program has ceased to load) could be missed in which case the block numbers would continue until the message "bad program" at the end indicated that it has not loaded. This wastes time and gives no indication where the breakdown has occurred.

Difficulties that became apparent when less able children used these programs were first, the Break key when inadvertently touched loses the



From "Ballooning"

On the preceding page Carolyn O'Grady looks at how the programs were produced.



program and second, the children were often at a loss to know what to do and a "help" key calling up simple screen directions would be useful in making these children as independent as those who can decipher the "runcard".

To get the maximum benefit from the Dudley programs, groups of three children need approximately 20 minutes micro time at a session and may well want to develop their ideas during a second session. Under these circumstances the programs best fit into an integrated day. These programs add a valuable source of ideas and information in the classroom which the teacher can adjust to the needs of their children.

The themes and individual titles are as follows:

Weather
Looking at Graphs; Understanding Your Weather; Looking at Scales; Scanning/Word Finder
Travel
Car Journey; Special Agent; Ballooning; Functation/Word Finder
Exploration
Tomb Adventurer; Mapping Skills; Star Gazer; Librarian/Word Finder
Myself
My Mathematical Self; Past and Present; Keeping Myself Alive; Identikit/Word Finder
Food
Shopkeeper; Dairy Farmer; Growing a Plant; Spelling/Word Finder
Homes
Housekeeper; Town Planner; Central Heating; Creating a Monster/Word Finder
On the preceding page Carolyn O'Grady looks at how the programs were produced.

Map skills

by M J Clark

those that build on the computer's ability to display and investigate a sequence of variants on a central theme such as grid reference, scale or direction. Devices like error-correcting sequences and test scores add reinforcement and impetus to such procedures, blending computing power with traditional CAL approaches.

Much less impressive are the attempts at "explanation" whereby the computer acts as no more than a text or graphic regurgitation system. This is rendered even more tedious by frequent space-bar pressing to maintain the flow of information. Mercifully, this format is restricted to an introductory description of grid referencing (which can be omitted without detriment) and to a gallant but not altogether successful graphic attempt to explain the concept of representative fraction.

Each of the two packages comprises a cassette (or disc) containing several programs and a clear illustrated hand-book which provides operating instructions, suggested teaching masters for duplication. *Map Skills 1* covers grid references and scales, using both a general introduction to the skill and an application in the form of a graphically pleasing map extract which serves for both demonstration and exercises. The normal program mode includes test sequences which require a run of correct answers to move to the next stage (and offer the disincentive

of a rather lengthy correction routine as the price of failure). A useful bonus is that the teacher can use an "invisible" code to trigger an additional test sequence at any intermediate stage should this be required.

Map Skills 2 is devoted to compass directions and bearings, and uses a variety of ingenious presentations with effective graphics to demonstrate, reinforce and very thoroughly test the ability to think in terms of a fixed framework of directions regardless of the orientation of the observer. This sequence culminates in a yacht race game which represents a surprisingly rigorous evaluation of distance and direction estimation in a very palatable framework. On balance, while both packages are educationally worthwhile, the second is probably the more imaginative and innovative.

All the programs are menu controlled, robust and entirely friendly. While optimum classroom implementation would ideally require a very generous provision of micros, it is entirely possible to use the material creatively with just a single system in demonstration mode with the teacher inputting class responses rather than individual students working with their own terminals.

Overall the programs are attractive and workable. They will not revolutionize the teaching of map skills, but will readily earn their keep and admirably enhance the teaching of core concepts.

Design programme

Carolyn O'Grady on how 24 teachers from 19 primary schools helped create a software package

The production of educational software requires extensive cooperation between professionals in very different areas of activity if it is to be successful. The 24 Dudley programs, one of the most comprehensive packages of software for primary schools yet produced (reviewed on page 23) are the result of an association between a local education authority, 19 schools, a leading educational software house and a major publisher. The model they could serve as a useful model for the development of similar packages both at primary and secondary school level.

The idea for the package sprang from a conversation between Graham Nunn, head of Mount Pleasant Primary School in Quarry Bank, and Tony Clements, director of Five Ways Software in Birmingham. They discussed the need for more good primary school software. Mr Nunn later approached the 19 schools and it was decided that 24 teachers from 19 schools in the area could take part in a project to design a number of computer programs.

Originally meetings were scheduled to take place in the evening, but as Graham Nunn says: "It was found that by the evening they'd given all they had. Consequently a two-day 'brainstorming' conference was held at which ideas for each of the programs emerged and the programs outlined. At the beginning of their conference the 24 teachers asked themselves a question which is too often ignored by the producers of educational software: 'What should a good program do?' The answers they came up with were:

- It should enable the computer to be used as a resource for all teachers, not just those who are with it.
- It should be educationally valid.
- It should be designed to practice skills that are difficult to teach by conventional methods.

It should cause the children to be active, not require them to simply sit and read.

● It should be easy to operate, so that the teacher can concentrate on the lesson rather than the computer.

● It should give different teachers the opportunity to use their professional expertise to determine how to use the program in accordance with their own teaching style and objectives.

● There should be varying degrees of difficulty so that with a typical mixed ability/mixed aged primary classroom the teachers can match the difficulty of the program to the appropriate children.

It should be flexible enough to allow a whole class demonstration or groups or individuals to work with it.

● It must be more than merely drill and practice.

● It should have sufficient support material to facilitate ease of use.

After the conference the ideas were

delivered to Five Ways Software. But the teachers' participation did not end there; to ensure that educational criteria were met two teachers were seconded to the company. These were Ann Peth who worked at Five Ways full-time from January to Easter and Graham Nunn who was there one day a week from Easter until the programs were published by Holmemann. Commissioned in October.

The role of these two at Five Ways, says Nunn, was to ensure that the programs were educationally sound. As one example of the sort of thing which can go wrong, he cites the program *Punctuations*. As part of this program children have to move Dud, who acts as a sort of animated cursor, along a sentence to punctuate it. The programers originally planned Dud to move from right to left and did not have a knowledge of learning principles. Mistakes



Now with 10 programs available in Mathematics and Literacy for 3-12 year olds

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Number Puzzler ... "Is well worth the money for primary & secondary schools".
— Paul McSee, Acorn User, Jan '84

Hide & Seek ... "this package represents a sound investment. Moreover it is jolly good fun. This is the one I will use with my pupils".
— The Micro User, Jan '84

"The overall impression is of good, professionally produced software, well packaged with good use of graphics, colour & sound".
— Harvey Mellor, Soft Magazine, Oct '83

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Map Skills 1 & 2

RESOURCES/SOFTWARE

Life and death

by James Bromwich

Population Growth
For BBC Microcomputer on cassette and disc. An RML version is in preparation.
Netherhall Software,
Cambridge Micro Software, Cambridge University Press.
£13.95 + VAT

It is a pleasure to welcome to programme that is simple to use, intelligently thought through and of real value for classroom use. It will reassure teachers who have limited computer experience that they will be able to handle the material. Computer language is at a minimum, whilst the instructions necessary to develop the program are explained clearly in the handbook and are simple to carry out. Nor is there any need for tension when miss-keying: the program does not respond but simply waits for the correct instruction.

Population Growth has been carefully planned to achieve specific and limited objectives. There are three sections. The first deals with the process of unlimited population growth, such as the cellular reproduction of the microbe. Two visual images are used: a circle filled with an increasing number of dots and a graph that moves forward in a sharply rising curve. By pressing a key the operator creates a new generation. The effect is to bring into sharp focus an exponential growth curve in which the population doubles with every new generation.

The second section introduces the concepts of birth and death rates (crude not standardised).

Once again the circle and graph images are used, but in addition two block lines are introduced to represent the two variables. As the key is operated new generations of dots are born but are not allowed to cover or overlap previous dots. Two things then occur. Some dots disappear or "die" and fewer dots are created. The program mimics the interaction of birth and death in society. The block lines adjust as the rates of creation and extinction change, whilst the graph records the effects on overall population numbers.

The last section develops the study of this interaction by introducing sample data. The two provided in the memory store both deal with human populations (though the program does allow for the teacher to add further data if wished). One is an hypothetical set of data covering 1500 to 1780 and can be used to illustrate the varying difference between high and low birth and death rates.

The Malthusian picture of unrestrained population rise eventually producing countervailing high death rates is clearly demonstrated. The second sample data covers the growth of

population in England and Wales between 1700 and 1980, ignoring the role of migration.

The program provides for active as well as passive observation. It is possible to set one's own birth and death rates and change them in ten year phases simply by keying in a new set following instructions given on the screen. It enables the fundamental concept to be brought into sharp focus: total population numbers and overall growth rates are the result of two separate variables and understanding population growth is dependent on looking at both concurrently.

The handbook embodies the virtues of the program itself: clarity and conciseness. As well as describing the program and how to operate it, the authors also suggest possible school or college teaching contexts in which it might be used.

Undoubtedly the first two sections are suitable in a middle or lower secondary context for biology courses where the development of primitive organisms such as bacteria will form a typical part of the curriculum. For the upper secondary school they suggest applications in human or social biology and geography, as many CSE and O level courses in these subjects include population growth.

In the sixth form it would provide the basis for discussion work. This is recognized, though, surprisingly, no mention is made of linking it with the BBC program *Kingdom*, supplied free to buyers of the micro itself, which tackles the related question of population pressure. May be the value of *Population Growth* in social and economic history courses singled out, though it has an obvious application in them, as it could have also in comprehensive and colleges where sociology is being taught.

The publishers also caution in their advice on suitable ability ranges suggesting in their strategies that they apply to average and high ability only. The first section at least could be used in mathematics work to teach the principles of graph construction using population growth as concrete and real example for subject matter.

The three worksheets are good and schools are permitted to reproduce them. Individual teachers will also find it easy to develop new questions related to specific course needs. Some of the issues raised on worksheet three involve knowledge that must be gained elsewhere (factors governing birth and death rates) - a good reminder that this is an aid, not a substitute for the teacher. Even so there is one regret. *Class* use is conceived in terms of teacher demonstration, using it possible a large monitor in the classroom. It is only by the use of a discussion of group organization for "hands on" active learning as this is possible with careful planning.

Chemical Kinetics.
Five Ways Software
For Apple, 380Z on disc.
Heinemann Computers in Education
£12.50 + VAT

Chemical kinetics is a subject which strikes terror into the heart of many a sixth-former and, even at its most simple level, its underlying concepts of concentration, rate of change and dynamic equilibrium sow the seeds of confusion in O-level and CSE classes. This program attempts, not always successfully, to provide a clear illustration of the factors affecting the rate of a reaction and of some of the underlying theoretical concepts. The program provides numerous examples of first-order kinetics from the simplest level of choosing the concentration, temperature and catalyst to the more advanced level of defining the energy of activation, the pre-exponential (frequency) factor and the enthalpy of the reaction. The simulation presents a generalised chemical reaction of the form:

$A + B \rightarrow C$
which is assumed to be first-order in "A". The user can follow the course of the reaction in a variety of ways as the program provides a series of four "windows" through which the effects of various changes in conditions can be observed.

The disc and its accompanying booklet are well presented and the booklet provides a detailed but clear description of the capabilities of the program. A helpful description of the mathematical model used in the program is also provided.

At the start of the program the user chooses the type of reaction and the conditions to be used in the simulation, and whether the "simple" or "advanced" model is to be used. The screen display is good, with the current choices highlighted, although unless one has read the booklet very carefully the difference between "to switch" and "to change selection" is likely to be obscure. Once the initial conditions have been set, the five possible options are presented; the four display windows plus the option of changing the conditions.

Window I uses bar charts to display the decrease in concentration of one of the reactants and the corresponding increase in the product, whilst the elapsed time is shown on a "digital clock". This should be a good clear display which should be easily visible to a fairly large number of pupils. The ability to display (simultaneously) a second reaction, with different initial conditions, so that the effects of the changes can be compared directly, is very valuable.

The type of display selected can be altered at will during the course of the simulation and window II presents a graphical display of the changes in concentration, together with a graph of the instantaneous rate of change of concentration. The most suitable time interval is calculated by the program



Kinetic display

by J L Chadderton

and rescaling of the time axis occurs automatically after 100 and 200 units. Again, two reactions can be displayed simultaneously. In this case, however, the relative brightness of the line for the "previous" reaction is too low (at least on the version reviewed). It is at best invisible on a "green-screen" monitor even with the optimum setting of brightness and contrast.

Window III provides a numeric display of the concentrations of reactant and product as they change with time and, once again, two reactions can be displayed simultaneously. The display is large and clear, but is not without problems. The instantaneous concentrations of "A" and "C" are displayed in the form of a fraction and it is possible to display the current value of B and, at equilibrium, this becomes the equilibrium constant for the reaction:

$A(g) + B(g) \rightleftharpoons C(g)$
The problem appears to arise in the way the figures have been rounded off for the display, with each figure being rounded after the value for the ratio has been calculated. Thus it is common to have an erroneous display, for example:

$\frac{0.40}{0.10} = 4.164$

The kinetic display in window IV has some more fundamental problems. The window presents a rectangular coordinate graph, with animated particles representing reactants and products and an energy barrier preventing the reaction of all but the most energetic particles. The vertical distribution of the particles (i.e. along the energy axis) is intended to illustrate the Boltzmann distribution of energy amongst the particles.

If particles of "A" and "B" have sufficient energy to clear the barrier and if a pair appear together above the barrier, then product is formed. The animation is excellent.

The highlighting of reacting parti-

cles is effective, but even where a reversible reaction is selected, the "backwards" reaction never occurs and, as equilibrium is reached, the reaction stops completely (although the particle movement continues). This directly contradicts the image of dynamic equilibrium which the teacher is trying to present to the pupils: that of forward and reverse reactions proceeding at equal rates.

An equally serious problem is that the "addition" of a catalyst does not affect the height of the energy barrier - the only change in the display is that the units in which time is measured become smaller, for example centiseconds instead of minutes. This again contradicts the way in which the concept of alternative reaction pathways is usually presented.

Finally, the enthalpy of the reaction is represented by the difference in height of horizontal lines drawn below the moving particles of reactants and products. This is a fairly standard representation, but in this simulation the height of the "energy barrier" is displayed as constant, any changes in enthalpy produce a corresponding change in the distance between the reaction baseline and the top of the barrier, that is: a change in the apparent energy of activation. This gives the unmistakable impression that the more negative the enthalpy, the smaller the activation energy and hence the faster the reaction.

Despite the limitations of some of the displays, the program makes good use of the microcomputer to provide an interactive, visual representation of what is all too often presented as an abstract set of ideas. The teacher must, however, be aware of the display deficiencies and should be prepared to avoid (or "explain") these displays. Nevertheless, by providing a dynamically changing display which is responsive to the constraints chosen by the user, the program provides a useful teaching aid in difficult areas.

Peak scales new heights

Peak Mathematics software is produced in conjunction with the well-known course. It covers the 6-12 age range and helps pupils to acquire, and then apply, useful skills and experience.

Four packages are now available relating to the study of direction and in February three new packages on angles will be produced. Further Peak software is under development and 1984 will also see the production of packages covering bearings, graphs and time.

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bits

been written as practical revision aids for pupils preparing for secondary level examinations. Each consists of between 160 and 200 "key" questions and answers.

TITLES INCLUDE Tudor England; Stuart England; Britain in the Age of Total War; The Tempest - Shakespeare and Mansfield Park - Jane Austen. The programs are for the Sinclair Spectrum 48K.

Further information from: Sussex Software, Townsend, Poulshott, Devizes, Wiltshire SN10 1SD.

ELECTRON PROGRAMS
Griffin and George are now supplying a wide range of software for the Electron Microcomputer. Educational programs available include: *Tree of Knowledge* the computer asks the child a series of questions in order to discover a mystery object the child is concealing; new information the computer receives is added to its memory; *Creative Graphics* an introduction to the graphic capabilities of the Electron; and an extended version of *LISP* the fundamental language of artificial intelligence research. The company have also recently brought out a range of software for young children which is suitable for the BBC Micro and Sinclair Spectrum.

HUMANITIES
A new series of educational programs for secondary level students has been published by Sussex Software, an offshoot of Sussex Publications Ltd, a company which specializes in audio-cassettes for that age range. The *Academics Foundation Series*, as it is called, has been devised by the academic staff in the departments of history and computing at the University of North Wales in Bangor. The programs have

EXTRA
TRAVEL - TIME TO PLAN AHEAD

At Les Saintes Maries de la Mer the guardians gather to escort the saints to the sea.

Photo: Julian Rimondini

Vivid images and quiet waters

Sara Parker visits the Camargue

Oipeles and flamenco guitars, wild music and sultry nights, pink flamingos stalking the barren salt marshes, black bulls and white horses. These are among the vivid images of the Camargue in the South of France - one of the few still untamed corners of Europe. It is a stop-over for birds migrating south to winter in Africa, the home of bull-running in August. It may be with the arrival of some 10,000 gipsies for the annual festival at the little town of Les Saintes Maries de la Mer.

The festival lasts a week and the climax consists of two religious processions - one where an effigy of the gipsy patron saint, St Sara, is carried down to the sea.

The story goes that after Christ was crucified, St Sara welcomed and looked after Mary Salome and Mary Jacob, the two sisters of the Virgin Mary, after they fled and their tiny boat was washed up on the shore.

The final day of the festival is devoted to the two Marys, whose effigies are also carried to the sea with a guard of honour, made up of the Camargue cattle farmers - the guardians who ride up into the town on their white horses.

The gipsies, some of whom have travelled many hundreds of miles, camp on the sea front. Throughout the week, they meet friends and relatives and pray in the eleventh century fortified church which dominates the town from the hill.

They light candles in the crypt to St Sara and adorn her effigy and those of the two Marys with colourful robes and flowers. On the two procession days, they walk behind the priests, singing and clapping.

Since the fifteenth century when the bones of the two Marys and St Sara were said to have been found by a landowner in the area, Les Saintes Maries de la Mer has celebrated the annual religious festival.

The bones are now kept in a casket which is hidden in a small alcove above the sanctuary, to be brought down only for the festival. These days the church is so packed that the congregation overflows not only into the courtyard but also into adjacent streets.

Camera click and Americans turn up in the vehicles of four operators

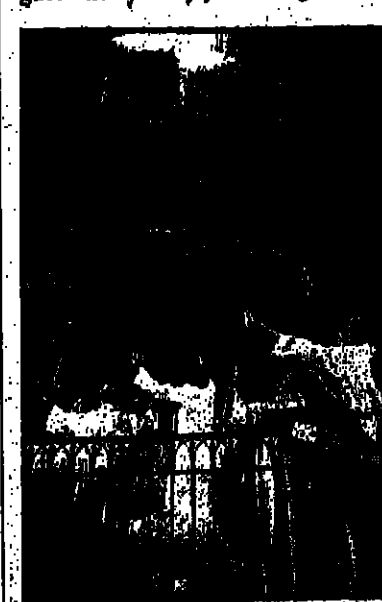
organizing safaris into the surrounding nature reserve; but all the same, as the most accessible face of the Camargue, the festival is an occasion not to be missed.

For the more intrepid, the best way to experience the wildness of the Camargue is on horseback or by foot. It is indeed possible to venture into the interior by horse, staying with one of the local farmers and riding out with him each day.

But for those with a family, a much better way is by the canal. "Cruising is one of the easiest ways to visit a foreign country," maintains one boat hire operator. "One can create a family context, having contact with the outside world only when and where you want it."

Pleasure cruising on the French waterways is big business and it has grown in popularity over the past 10 years.

It is possible to pick up a boat through a firm at Saintes Gilles, a small town on the Canal du Rhone a Sète, known as the gateway to the Camargue. There, every year, the guardians



The casket containing relics of the saints is hidden in the alcove above the sanctuary.

drive the bulls through the streets to the arena for the bullfights.

There is a chance for the courageous or the foolhardy to tame the bulls on their way to the arena, where coloured plumes are attached to their horns for the sport of the professionals. The bulls, which are cousins of the larger Spanish bulls, are protected by the French Government and never killed. Instead the young men have to try and snatch the plumes from their horns.

As beautiful and compelling as the Camargue is, however, cruising on the canals has its own attractions and we opted for a six-berth cruiser on the Canal du Midi - one of the oldest stretches of waterway.

We picked up our boat at Port Cassifères where the Canal du Midi winds down to the sea before branching off towards the Camargue and the Canal du Rhone a Sète.

Luxuriously large and well-equipped, it had two private cabins each with a washbasin and toilet, as well as a foldaway double bed in the dining area, a shower with limitless hot water, heated by the boat engine, electricity, and more than adequate calor gas cooking facilities.

Two weeks would have taken us deep into the Camargue through the salt water lakes which string the coast. Such a trip would have been an adventure requiring some planning, including topping up with adequate supplies of food, water and fuel.

We decided instead to explore the Canal du Midi with its tree-lined stretches of water and oval-shaped locks. It was built as one man's dream when in 1682, Paul Riquet, a local landowner who had grown rich on taxes, obtained special permission from Louis XIV to construct a 200-kilometre waterway to take salt and wine north, and bring cereals south.

The canal took 14 years and 18,000 workers to complete and Paul Riquet died six months before it was finished. Yet 200 years later, his dream was to form the basis of a new system, which now stretches north to Bordeaux on the Atlantic and south into the Camargue.

Today, much of the commercial traffic which once relied on the waterways has disappeared with the advent

of high speed road and rail transport and the canal has been taken over by pleasure cruisers.

Most boats are hired for seven days to a fortnight although one German tourist, determined to explore the entire 600 kilometres of the canal system from north to south, took a cruiser for six weeks.

In four centuries, the Canal du Midi has changed very little. Even the oval locks are still the same, a monument to an architecture which could not come to terms with the more practical rectangular design of modern locks and instead used the bridge shape for strength.

It is a trip back into another era - the pace is slow, hardly faster than walking, so that it takes a whole morning to get to a place less than an hour's car drive away.

Agde, a thirteenth century Venetian town a morning's cruise from Port Cassifères, is a place well worth visiting with its fortified church, built to protect the inhabitants from the Catholics who waged a religious war on the people in the South in the thirteenth century and to provide protection from the Moors.

There are many such towns along the Canal du Midi and a week's round cruise along the waterway from Port Cassifères will take you one way to Carcassonne, perhaps the most famous fortified city in Europe.

Go the other way and the 400-year canal opens into the Etang d'Thau - one of the nine lakes along the coast and the home of some of Europe's best oyster farming.

The lake offers ideal conditions, being clear and peaceful with a constant flow of water to and from the sea. Oysters have been nurtured here since Roman times, and now they are cultivated on wooden frames, taking at least three years to be ready for the table.

Yet in spite of this lengthy cultivation, a dozen oysters can be bought at the small fishing villages around the lake for less than £1, while other local delicacies worth trying are *houillabaisse* and mussels marinated in wine.

Towards the Camargue, the canal goes as far as Sète, a Mediterranean port dominated by the hustle and bustle of its North African trade. Algerians try to sell bangles, drums,



Cruising on the Canal du Midi

crocheted table cloths to diners at waterfront restaurants, and *courcous* is served alongside traditional French dishes.

After Sète, the relatively modern waterway system takes over, running parallel with the sea and easily accessible to tourist resorts with their modern hotels, night-clubs and even a tourist's mecca called La Grande Motte, purpose-built by the French Government only 15 years ago.

But for a trip back into the France of yesterday, there is always the Canal du Midi, where the peace of the small towns and villages is overwhelming.

All around the vineyards roll away into the distance - and the canal seems to go on for ever. It is hard to remember that not far away the twentieth century roars by on a motorway or along a railway track - and it is with regret that one eventually has to return.

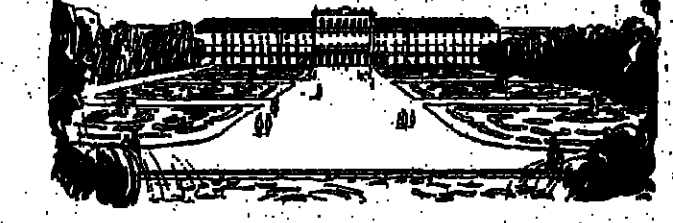
The Beaver Fleet at Port Cassifères is one of half a dozen boat hire operators in the South of France. It is operated by Frenchies, a subsidiary of the Rank Organization.

The cost of hiring a boat per person for a week ranges from £80 to £100 with around £30 extra in fuel for the boat.

Port Cassifères can be reached from Montpellier which is adequately served by air and rail. Transfers can be arranged on request.

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EXTRA

Flying smart

Michael Houser with good news for trans-Atlantic travellers

If you once were, still are, or hope to become a trans-Atlantic traveller, you don't need me to tell you that times have been tough for this endangered species recently, what with the recession, the pound's slump against the dollar and the much lamented demise of Freddie Laker's Skytrains. The mass holiday migrations of Britons to the United States have fallen by 30 per cent in three years.

Not that the airlines have much to cheer; they've had to endure their own double burden of recession and fuel price inflation, as well as the biggest burden of them all - deregulation. In October 1978, President Carter put paid to the cosy cartel which domestic American airlines had long enjoyed, enabling them to enforce their high fares, keep new competitors out of the marketplace and encourage expensive competition over frills like "free" champagne and "gourmet" cuisine rather than low fares and high efficiency.

Deregulation's ripples are now being felt here. It has opened up the enormous American market to about 60 still largely obscure little carriers (does Mase Air ring any bells?), caused the downfall of the over-sized (Branch) and forced others (Continental) to shrink to survive. Price wars have resulted in more fare options than passengers and combined losses in excess of \$4.9 billion (about £3.3bn) for those not getting the message.

Champion of a new low-fare generation spawned by deregulation is undoubtedly People Express; aficionados see it as the MacDonaldis of the skies, competitors as the communist carrier (all People people must hold shares in the company). People has even lured the man off the proverbial Clapham omnibus by selling seats-only at fares which undercut bus and car travel and still turn a few pennies profit.

People first spread its wings in April 1981, flying three second-hand 737s from unglamorous but inexpensive Newark (13 miles or 20 minutes south-west of Manhattan) to cities regarded by natives as the backwoods. By last June, People's domestic network en-

compassed 20 cities in 11 states from Portland, Maine to West Palm Beach in Florida, all east of the Mississippi; in June last year the jewel in its crown became a five-weekly service Gatwick-to-Newark. This year, People intends to double its fleet of 30 (727s, 737s and a 747) to service new routes from Minneapolis to Houston; from April 1985, Gatwick could be seeing off four People Express flights daily.

What has the big operations bewitched is how this "small" one can profitably fly a passenger London-New York for just \$149/£102 without any fare gimmicks. People offers no APEX or discounted fares, charges stand-bys and children under two the same as everyone else... infants under 25 months go free.

People's secret formula amounts to a commonsense blend of sound economics (revenues exceeding fares) and enlightened marketing (selling the consumer only what he is prepared to pay for). Its abiding themes are economy, simplicity and efficiency. Gone are in-flight magazines, "free" meals, toll-free reservations numbers and even reservations offices; two thirds of People passengers personally book their seats by phone, 80 per cent buy-while-they-fly, paying for their tickets on board, a feature which still unsettles the British, less accustomed to flying than Americans. Contrary to widespread impressions here, all People seats are bookable in advance.

People's fare structure is simplicity itself. Domestic flights are divided into "peak" (departures Monday-Friday, 7am to 7pm) and "off-peak" fares; everyone flies "coach" (economy) class. On the trans-Atlantic run, the choice is between premium and coach class, the first offering a business class service with more seat

room and a wider selection of meals to buy. With 90 per cent of seats on its 747 in coach, the Newark-Gatwick route is operating at 92 per cent of capacity.

The airline's passenger profile on domestic routes is interesting and revealing: half are aged 18-34, a third earn more than \$40,000 annually, a quarter are executives (a mere 6 per cent are teachers).

More important perhaps than fast aircraft turn-arounds, a simple fare structure or optimal scheduling of its slightly slower fuel-efficient fleet is People's policy of "unbundling" - selling you nothing but a seat for the price of a ticket; any extras are charged at a true price. To speed up turn-around times, passengers are encouraged to bring their bags aboard and stow them in specially enlarged overhead lockers; if you prefer, you can check them for \$3/£2 each.

Hot meals are not served on any flight; People removed the galleys to introduce extra seating. On domestic routes, all flights are channelled through People's hub, Newark, and with the exception of Houston (3 1/4 hours) and Florida (2 1/4 hours) flights last only 50-90 minutes, allowing the minimal service of hot/cold drinks and cold "snack packs" for \$1 or \$2.

Passengers are also encouraged to bring their own meals, even on the trans-Atlantic route, a good idea if you are diabetic, vegetarian or kosher since the \$4 "picnic basket" offered coach passengers was disappointing. In premium, the cold hors d'oeuvres and all-you-can-eat smorgasbord were excellent but the latter cost almost £10.

Like many others, I found service on People refreshingly relaxed and helpful. People claims that more than 90 per cent of its employees are graduates; all are "cross trained", to do

virtually all jobs in the cabin, in ground operations, even in accounts and marketing.

All are also required to buy shares in the company, a particular incentive to make things work when after a couple of years as a customer service manager (People-ese for stewardess) you can have as much as \$35,000 of your own tied up in the company. Every CSM I spoke to had a degree (from Hindu Studies to economics to social work) and at least a quarter were former teachers who, to use their own expressions, had burned out in the classroom but felt they were flying high with People.

People's US network will attract a great deal of British interest, particularly now that reservations can be made and paid for here (in sterling) for any travel within the US, and return to UK. Most airports on People's routes are cosy little affairs, easy to get in and out of, and right next door to the cities they service.

For sun worshippers, People flies to St Petersburg and beautiful Sarasota (both at \$75 off-peak, \$99 peak from Newark) midway on Florida's Gulf coast, the former well placed for the Pinellas Suncoast and only an hour and a half by car from Disneyworld. Melbourne, only an hour from Disney on Florida's Atlantic coast, is only 45 minutes from shuttle launches at Cape Canaveral and minutes from spacious beaches. People also flies to West Palm Beach and Jacksonville.

Further north, it goes to Atlantic City and its casinos, to Norfolk and its nearby Virginia beaches and historic sites (Yorktown and Williamsburg), and to New England, in the shape of Boston, Burlington in Vermont and Portland in Maine (all at \$25 off-peak, \$38 peak from Newark). Burlington is



People's food may not be kosher... its services apparently are

well placed in Vermont's ski country (Stowe: 45 minutes) as well as for Lake Placid, in the Adirondacks across Lake Champlain; it's also less than two hours by car from Montreal, 3 1/2 hours from Quebec.

For Canadian-bound travellers, People flies to Buffalo (New York), half an hour from Niagara Falls and an hour and a half from Toronto.

Portland, on Maine's Atlantic coast, is a good jumping off point to experience Yankee country at its most pristine.

N.B. Getting People by phone can be infuriatingly difficult, in the US particularly by ringing for reservations at off-peak hours; hang on if you're put on "hold". People Express reservations: in England telephone (0293) 31144; in Newark, telephone (201) 596 6000.

Armchair journeys

Book reviews by Robin Mead

The romance of railway trains is something which has always ended me, despite the graphic accounts of long-distance travel therein by writers of such calibre as Paul Theroux.

Non-railway enthusiasts, I suspect, always feel that people who enjoy spending day after day crammed into a railway carriage with half-a-dozen strangers, and being dragged across the countryside at snail's pace by an ancient engine which is frequently, and inexplicably, required to stop for long minutes in the middle of nowhere, are a bit odd.

But what a tale those hardy travellers have to tell when they eventually complete their marathon journeys. And what tales travel writer Christopher Portway has to tell after tackling no fewer than nine of the world's most famous long-distance train journeys. Moscow to Vladivostok, Paris to Cairo, New York to Alaska, the crossing of the Andes - you, or I, would catch a plane. Christopher Portway lets the train take the strain.

The result is the most entertaining travel book of the past 12 months: *The Great Railway Adventure* (Oxford Illustrated Press, £7.95). And, the entertainment, I think, comes from the fact that, besides describing the journeys in detail, it soon becomes apparent to the reader that - although he is a professional travel writer - Christopher Portway is something of an innocent abroad.

That is not meant in a derogatory manner. Indeed, I have frequently had the pleasure of travelling with Mr Portway (but not, I hasten to add, on train), and he is a most charming and knowledgeable companion. But there is no getting away from the fact that things happen to him.

Shy, fat, ginger-bearded, startlingly fit and possessed of an endearing stutter, Christopher Portway is the sort of man whom travel cougars have bad dreams about. He wanders about, immediately across sensitive borders, or into top secret military areas. He is, no doubt, the only man whom Intourist, the official Soviet state tourist organisation, has actually lost inside

Russia (Mr Portway had been on an unauthorized little side trip to the "closed" city of Vladivostok - by train of course).

He has fled from President Amin's soldiers in Uganda, smuggled his wife out of Czechoslovakia, and suffered the amorous attentions of Afghan tribesmen overcome by the sight of an Englishman wearing a pair of shorts. I have seen Christopher Portway rivet whole tableful of Americans with these stories, and they lose nothing from now being told in print.

Another highly professional - if somewhat less eccentric - travel journalist is Leslie Gardiner: a man who really can paint pictures with words. For his latest book, Mr Gardiner returns to his first love: Italy. In *Blue Italian Skies* (William Blackwood, £7.95), he makes a somewhat subjective but none the less very enjoyable journey through that country - appearing to wander where the fancy takes him, and allowing us the privilege of going along too, seeing the things he sees and meeting the people he meets. This is very much a book for the armchair traveller, but Mr Gardiner is a most agreeable guide and companion.

Before actually leaving your armchair and setting out on a journey of your own, it would be wise to consult another travel writer, Carol Wright. A hardened traveller herself (93 countries so far, and an average of 120,000 miles a year), Miss Wright is the author of *The Travel Survival Guide* (David and Charles, £6.95) - a book which starts off with the assumption that "abroad is awful" but then sets out to help you make it a lot less awful. Dedicated readers could even end up enjoying their travels.

Holiday hazards seem to be one of the themes of the past year, for rivalry to Miss Wright's book has also appeared. In *Shine*, the *Travelers' Handbook*, edited by Roger Olden (Batsford, £5.95), this is, as the name suggests, a handily-aided (and durably plastic-covered) book, written by an impressive tally of contributors, and it is stuffed with information. Unfortunately some

of this information is open to question (sample: "Ellat is hot and dirty, very 'touristy' and not to be recommended"; I was there in November and found it quite the opposite); and some of it is merely puerile (sample: when discussing West African onsets, one writer discloses the startling information that "the people are black"). Personally, I would rather put my survival in the hands of Miss Wright.

Portugal is a country about which there are all too few guide books, so it is good to record the publication of *Travellers' Portugal*, by Anthony Hogg, a chunky paperback published by Solo Mo Books at £4.95. I usually feel that books which set out holiday routes in detail are somehow patronizing their readers, and that books which leave blank pages for readers' "notes" are something of a fraud. *Travellers' Portugal* does both, but as Mr Hogg is obviously such a devotee of Portugal, its people, its food and its wine, one has to forgive him. It is a bit of a struggle to find your way round the book, but once that is mastered the book could be invaluable in helping you find your way round Portugal.

Ireland is another under-publicized holiday destination, but Collins has now added *Ireland* to their very practical series of pocket-size travel guides (£1.95 each). It is packed with information, and has an excellent gazetteer.

Equally useful, but presumably catering for a far larger market, is the excellent *Holiday Which? Guide to France*, by Adam Ruck (edited by Ingrid Morgan), which is published by the Consumers' Association and Hodder & Stoughton at £5.95 (paperback). The "Bathing and Drinking" chapter is particularly concise and informative. Francophiles may also welcome the updating of the popular Townsend *Thornes* guide to the Channel ports and their environs, now entitled *French Enclaves 2* and written by Patricia Ruck (Collins Press, £3.75 in paperback). There is no awful lot of pompous rubbish written about France, but both of these useful and readable books are exceptions.

EXTRA

Half as old as time

Malcolm Keir goes over-land in the Middle East

The capacity of men to strike strange roots in foreign lands and to mix themselves up with their fellows in impossible and marvellously intricate ways, has always fascinated me. If that sort of slightly off-beat fascination in travel is to your taste too, then there can be few places more worth visiting than the Middle East, with its endless kaleidoscopic mixture of languages, customs and peoples.

At first sight the Middle East might not seem the obvious place for a holiday; but it is safe enough so long as you don't attempt to venture into the few bits of it where there's a war going on - and no tour operator does, of course. Far more of a problem is the relative inaccessibility of many of the tourist sights, particularly out in the desert, and the fact that tourist facilities are rather limited and therefore expensive.

On both counts, therefore, an over-land camping expedition, staying occasionally at hotels and eating out from time to time, represents good value for money, especially for those on limited budgets. Not only that, you see far more of the ordinary life of the people than you would on an expensive air tour. Geoff Hann, the proprietor of Hann Overland, has specialized in camping holidays to the Middle East for a number of years and is the leading operator in the field, so it was with Hann Overland that I spent a rewarding three weeks last summer travelling through Syria, Jordan and Iraq.

A comfortable five-hour flight with Royal Jordanian Airlines (AJL) from London deposited us safely at the elegant new Queen Alia International Airport in Amman. It was the beginning of a journey that was to take us down to the Red Sea, up into the Jordanian hills, across the Syrian desert and finally down into Iraq, to the Tigris-Euphrates valley where western civilization began 4,000 years ago.

The first thing that strikes you about the Middle East is how much of the past is still around you. The hill villages of Jordan have changed hardly at all since the time of Christ, and everywhere are relics of the Crusaders, like the great citadel of El Karak which still stands guard over the old caravan route from Jerusalem down to Petra, the Red Sea and Egypt. Petra itself, "the rose red city half as old as time", is unquestionably the high spot of a visit to Jordan. It has been rightly said that "it must be entered, walked over, climbed upon and explored as thoroughly as a doctor examining a patient for broken bones". You need at least two days there (there is a rest house).

With its moods, its brooding quality, its all-enveloping, haunting, echoing silences it is quite unlike anything you have ever seen. The size of the place is astonishing; everywhere there are Nabatean tombs, palaces and terraced staircases cut out of the rough sandstone rock, and you can spend endless fascinating hours climbing about the jagged crags in search of half-forgotten treasures 17 centuries old.

Jordan and Syria also possess some of the most stupendous classical remains in the whole of the Mediterranean world (indeed that was the reason many of us were on the trip). By any standard, the Graeco-Roman city of Jerash in the lush green Gilead hills of northern Jordan must rank among the greatest sites, with its famous mile-long Street of Columns and the splendid Temple of Artemis. (Be sure to ask the guide to place a clear line one of the pillars of the temple and watch it sway, ever so slightly, off its foundations.)

If Jerash has a rival it is the Syrian desert city of Palmyra, far out along the Roman trade route to Persia and the east and once the capital of the flamboyant Queen Zenobia who for 20 years was a thorn in the side of the Roman armies. The giant Temple of Bel and the profusion of palaces and triumphal arches that turn a glorious plink in the glow of the setting sun leave an indelible imprint on the memory. To reach Palmyra you need to pass through Damascus, after Jerusalem perhaps the pleasantest and certainly one of the most interesting cities in the Middle East, with its many mosques and its excellent souks where you can

buy splendid beaten brassware, gold filigree work and inlaid wood. A day's journey from Damascus lies the north Syrian city of Aleppo. The days are long gone when Turkish *bashibazuks* and Levantine merchants thronged its crowded streets, but its ancient caravanserais and *hanunars* (Turkish baths) serve to remind you that this was once an old trading city where merchants rested up to shake off the sand and fatigue of the desert after their long and arduous journeys from the east.

Our own route now lay 500 miles across this same eastern desert down to Iraq and the historic civilizations of the Tigris-Euphrates valley. Ask most people what they know about Iraq and they will probably mutter something about the Arabian Nights and perhaps Baghdad. Even though there's precious little of the Arabian Nights left in modern Iraq, Baghdad is a must, not because it's a particularly beautiful city - it isn't - but it does house the country's finest museum of archaeological treasures, the National Museum of Antiquities.

Stuffed to the gills with the most astounding bas reliefs, friezes and marble and bronze sculptures from Ur, Nineveh and Babylon it is absolutely not to be missed. You would be well advised to visit the museum first before going on to the sites which frankly are something of a disappointment. Almost all that is left of Babylon, for instance, is a reproduction of the great Ishtar Gate, once the entrance to the citadel, and the Temple of Marduk, probably the largest temple ever built, is now nothing more than a date plantation on the banks of the Euphrates. You actually get a better idea of what an ancient Assyrian or Babylonian citadel looked like at the smaller sites of Nimrud and Assur.

The holy places of Iraq, however, will more than satisfy your yearning for the exotic and the extravagant. For six centuries the Abbassid caliphs ruled the Muslim empire from Baghdad, and the great religious shrines at Samarra, Kerbela and Baghdad itself still attract pilgrims from all over the Arab world. These are Shi'ite shrines and non-Muslims are forbidden to enter. Nevertheless, the shrines themselves are sub-



Muslim women leaving Kadhilamen Tomb, Baghdad

lime examples of Islamic art. Their golden, gilded domes and minarets, mirror mosaics and Kufic inscriptions set in walls tiled and glazed in the most exquisite gold, turquoise and lapis lazuli will take your breath away. The best time to go to the Middle East is undoubtedly the spring; then

the land is green, even the desert springs to life, and the hills are bright with poppies, marigolds, sunflowers and lilac. In the summer the dry *khamseen* whips up the sand into great spouts and the temperatures can reach 120 degrees F in some places. Light clothing is essential though it can get cold in the desert at night. Modesty in dress is expected in all the mosques, indeed everywhere where people congregate. Islamic society is thoroughly male-dominated (in the Onayyid mosque in Damascus women actually have to put on a black cowl) and sexual harassment of women can occasionally be a problem. There are many compensations, however, above all the genuine friendliness and hospitality of the Arab people, the richness of the historic remains and the blend of cultures and peoples who make up the rich panoply of the Arab world.

Hann Overland, 17 Stanthorpe Road, London SW16. Tel: 01-769 6659. Royal Jordanian Airlines (AJL), 177 Regent Street, London W1. Tel: 01-734 2557.



The golden domes of the Kadhilamen Tomb

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EXTRA

A dedicated affair

Susan Thomas on a painting holiday

Friday dawned crisp and golden. Sheep, fenceposts and water meadows were dusted with frost. The lake steamed gently and the sombre shag and neat black-headed gulls dipped and called mournfully through the mist. But up on the tops the morning light streaked clear and rosy across rock and turf, rich sierra bracken beds, gamboge grasses and smooth deceptive Prussian shale.

It was a day to make up for all others, and without exception the artists grabbed paintboxes and easels and, cracking the ice on the puddles as they went, rushed off to lakeside and hillside. All thoughts of gale and flood, of the vagaries of British Rail or the terrors of an M6 where safety cones waited across the windscreen in a Force 9 gale, were gone. They mixed and washed, dropped colour in and stroked it off again with total dedication. That morning everybody produced a satisfying picture of the Cumbrian landscape.

I had taken a Galleon painting holiday in the Lake District. It was my first. A week at Glenridding on the southern shore of Ullswater with a

group of 12 water-colourists - under the careful tutelage of Joy Parsons, painter of decorative landscape and flowers and author of a number of books.

I had not expected such high standards. Apart from the tutor, one of the group had trained in fine art at the Slade and at least three others were regularly selling their work. As for the beginners - well there are beginners and beginners! However, no matter how expert they were, everybody was friendly and encouraging.

Water colour painting, at least in October, seems to be a fairly sexist occupation. We had our token man but no ethnic minorities. The nearest we came to that was Molly, a tiny, bristly Antipodean who painted with enormous flair and talent, producing vast glowing landscapes, seeped in crimsons and purples and brimming with life. She turned out three or four in a day pausing only to say "Stobbut Molly - jes thing kerbowt ut" whenever she caught herself slacking.

Not that there was much opportunity to slack. Breakfast at 8.30, in the studio at 9.30, an hour's demonstra-

tion, painting till one and again till dinner. Then another demonstration, criticism or slide shows till 9.30. Conventional and sight-seeing had to be snatched before breakfast and dinner, or concentrated into the "tutor's half day". But that golden Friday morning we managed a trip to Howetown on the lake steamer. Even then the addicts sketched and photographed all the way, ignoring the call of the bar.

Painting holidays are not for dabblers or sightseers. They are dedicated affairs. Joy's tutoring was careful - step by step explanations of the art of the colour wash, reflections in water, cloud effects and flower painting technique. Even those who seemed above assistance asked her advice on pattern and tone value, tricks with light and shade or ways to render foliage more translucent.

The weather was so precarious in the early part of the week that we tended to rush out, make annotated sketches in the drizzle and return to the studio to paint. I found it impossible to remember the tones and shades - "olive green with purple patches" said my notes. But how purple? M&S, aubergine or pink? The others either didn't care or didn't have my problem.

It was even harder to work indoors and forego all that crystal air, occasional sighting of buzzard or heron or the tan shadow of a Cumbrian fox slipping across the hillside. But Friday made up for all. And that evening, probably for the first time, we really savoured the excellent food - first courses designed for fell walkers and a sweet trolley so piped and showered with cream that it looked like some early gastronomic snowfall.

By the Friday everyone had a couple of paintings for the course exhibition. Out of these two would go forward to the end-of-season show in London. The standard at the top was so high that at first I wondered why the ladies had come on a painting holiday at all. They said there is always more to learn and anyway that the stimulus of working alongside other artists gave impetus to their work.

There was also the pleasure of meeting new people with similar interests, encouragement and support



Photos: Susan Thomas

for the beginners, friendship, a listening ear and a squeeze of paint. Many had come on Galleon holidays for years. Newcomers came on recommendation. It would have been hard to find a wider cross-section of people, a farmer's wife, a diplomat's wife, a union negotiator, two teachers, a couple of civil servants - from early thirties to nicely matured.

Clearly it pays to get your paintbox in good order and brush up rusty technique before embarking. And the choice of course is vitally important. There is, after all, little point in booking up for brush, creative, mixed-media and then pining because at heart you are a delicate water-colourist with a penchant for tiny, fragile woodland flowers, perfect in every detail. The hotel was warm and relaxed - dress or not - it didn't matter and only the quantity of food defeated us each evening. As a beginner I would have like a check list from the organizers - a reminder about sketch pads, masking tape - advice on water colour paper - that sort of thing. Otherwise it was great.

I didn't bring home a masterpiece but I learnt a lot. I learnt to mix a dozen different greens, to remember that tonal values are more important than colour, to concentrate on my focal point and to take more water with everything. But perhaps the most interesting and encouraging thing about the week was the way that so many



Joy Parsons, tutor, explains the nuances of reflections to a course member

people from impossibly different backgrounds and with diametrically opposed philosophies, were able to talk, and even, occasionally, listen to one another, simply because they shared a common interest.

Details of painting holidays from: Galleon Painting Holidays, 52 High Street, Sevenoaks, Kent.

Being a sport

Angela Humphery takes an energetic trip to Portugal

"Be a sport!" How I've always hated those words. At school my team-spirit was unwilling and my flesh weak; gymnastics left me crippled, ball-games deflated me and swimming gave me aquaphobia.

So when the Portuguese National Tourist Office invited me to compete in the second Sportugal Algarve Press Tournament against teams from all over Europe, my husband gave a hollow laugh. But I accepted - a sprained ankle on the first day, perhaps, and then some gentle sun-bathing.

The thought of actually competing in archery, clay-pigeon shooting, golf, tennis, squash, windsurfing and horse-riding. I dismissed it from my mind.

We landed at Faro Airport where most of the luggage coming off the conveyor-belt consisted of golf-bags and sports-cases bulging with equipment. A man, who held his clubs with the devotion of a mother to her child, cried "Portugal is to golf what the Caribbean is to cricket!"

Nevertheless, seduced into competing, even I turned up next morning *reluctant* in track-shoes and shorts, and carrying my new Sportugal sports-bag.

We drove in Avis Ford Escorts to Píndolo do Concelho where, between the pinewoods and the sea, is Ajuda das Acóestas - the largest sports complex in Europe. The British National Athletics team train here in winter. We caught a quick glimpse of Steve Overt relaxing in the sun.

The sports complex includes apartments and villas to accommodate 1,000 people. There is a practice track, a new

synthetic all-weather track, an international cross-country track, athletics stadium, boat club, tennis courts, a riding centre, swimming-pools, a mini-golf course and there is handball, badminton, basketball, croquet, volleyball and archery. Every muscle ached just looking around the place. Too happy to add there's also a fine restaurant, assorted bars and a disco.

We trooped off to the archery field. Here two instructors attempted to initiate us into this medieval sport. It

looked a doddle but just holding your left arm rigid with a bow the height of a lamp-post was difficult enough, let alone pulling the arrow back and to the correct tension. I let go; the arrow fell at my feet. My second shot tore into some bushes, the third centred heaven knows how, into the bullseye! I spent the rest of the morning recuperating on the beach.

After lunch the intention was to drive to the Vilamoura Shooting Club but I spent most of the afternoon trying to find it. "Campo de Tiro?" I kept asking and was sent in all directions. By the time I did find the club, everyone was relaxing in the bar. Nevertheless I was taken to the range, handed a rifle and told to put the butt right into my shoulder or otherwise I'd be bruised by the kick-back. Clay pigeons (flat discs) then spun across the sky in an arc. My finger froze solidly on the trigger. Competition score: NIL!

Next morning - windsurfing. Came the rain, so that was temporarily off. We played squash instead on the courts of the Montecarlo Hotel, Albufeira, where we were staying. When I say "played" I speak for others. I personally came in contact with the ball three times in the course of a game.

In the afternoon the sun shone and we were able to drive to the Quinta do Lago Riding Centre at Almancil. Having ridden as a child and been riding in Canada the previous September, I felt this was a chance to earn some points. We were to participate in a competition before being taken through the pine woods.

I mounted and was handed a wooden pole. I was told to go to the side of the competition area where someone was holding out a large metal ring hung on a hook. The idea was to lift the ring off the hook with the pole, then ride with this to the end of the arena, there to drink a glass of wine and return to square one.

continued

Being a sport

continued

It didn't sound too difficult to me. I gave my mount a gentle nudge and it took off like a steeplechaser. I managed to steer it up to the metal ring, however, but as I touched the ring with the pole, the horse reared up like a bucking bronco. I screamed for help and was led back to the starting point.

As my horse was led away I heard someone say it was blind in one eye, which is probably why it shied at the metal ring. It also transpired that the owner's Alsatian had run into the competition area and snapped at the horse's leg! After all that, I gave myself full marks for bravery. Competition score: NIL!

Next day we went to the Roger Taylor Tennis Centre at Vale de Lobo, a half-hour drive east of Albufeira between Vilamoura and Quinta do Lago. The temperature here is perfect for tennis from September till May and during the summer months perfect in the early morning or evening under lights.

Only 600 yards from miles of white sandy beach, the centre is set in a beautiful valley surrounded by pine woods. There are 12 all-weather courts, 5 floodlit, a heated swimming-pool, a clubhouse with a restaurant, bar, tennis pro-shop, saunas and solarium, a physiotherapy unit and racket repair shop for budding McEnroes.

You can be coached by one of the resident pros or by Roger Taylor himself, who was the last Britisher to get into the men's singles semi-finals at Wimbledon. You can watch your progress - or lack of it - on video. The centre has meat and fish because as a regular feature when they run one of their floodlit tournaments.

Not having played tennis for about 30 years I was delighted to play against a French girl who had never played before. Score: 6-0, 6-0 in my favour. I beat Germany too: 6-3, 6-4 and Austria, well...

Next, the Dom Pedro Golf Course at Vilamoura. Here in the Algarve there are half a dozen top-class 18-hole courses. I could see what the man meant about it being to golf what the Caribbean is to cricket. One of the pros, a stocky little Portuguese, showed us what to do. Of course, my right arm still ached from the tennis but it seemed incredible that anyone could miss engaging the base of the club with the ball. I did though. I did, however, manage to send some nice pieces of turf down the fairway. My partner did better, but his ball hit a pine tree, ricocheted and holed me in one!

Last but not least, that damned windsurfing. The brochure says "Imagine a healthy, vigorous, outdoor activity that provides the thrill of downhill skiing, white-water rafting and hang-gliding with very little danger." I could feel aquaphobia coming on strong. The man-made lagoon at Quinta do Lago was grey and choppy but the intrepid Swiss were already swinging into action, making their boards skid across the water, turning at will. I ventured to the edge, pressed the view-finder of my camera up to my eye and boom... a black-out. Stunned, I opened my eyes to find myself sprawled on the sand, covered with a red sail and pinned down by an iron bar. The wind had caught one of the spare boards and tossed it on top of me. The Swiss roared with laughter.

For further information and prices contact the Portuguese National Tourist Office, New Bond Street House, 1/5 New Bond Street, London W1Y 0DB. Tel: 01-493 3873.



The most dangerous road in the world

By Christopher Portway

There can hardly be a more exciting road than the Karakoram Highway.

I have driven the whole length of the Alaska Highway, the 1,520 mile artery built as a result of the Second World War Japanese threat, and I have walked the remnants of the royal road of the Incas in Peru and Ecuador, built to hold an empire together. In between I have travelled on foot and vehicle a number of highways of Roman and Persian origin, constructed by peoples similarly renowned for their roads.

But for sheer off-frontier in the face of nature's savagery, the Karakoram Highway - or KKH as it is affectionately known - surely must rank as the off-competed for eighth wonder of the world, traversing as it does, terrain that could be described as impassable.

The road was built by the Chinese at a prodigious cost in lives and was finally completed just a year or so ago. The question why it was built hangs on the lips of all who travel it, for the official *raison d'être* - a friendship bridge between Pakistan and China - sounds a mile thin. But certainly it is used as an artery of trade; of that there can be no doubt. And trade between the two countries simply mirrors the past, when it was the Silk Road network that carried caravans into the territory of China and Tartary, Afghanistan, Turkistan and India, territories that met here in this mountainous cockpit of Asia.

Then, as now, the region beyond Gilgit was classed as "sensitive". A century ago it was a demarcation line between the British and Russian empires when the British Raj found it necessary to contain the Russian advance into India. Part of the Himalayas, the Karakoram Mountains boast some of the world's highest peaks, including K2, second only to Everest, but the region long remained closed and has advanced little in Western knowledge since Marco Polo.

The final miles of the KKH are denied all except merchants since here lies today's shimmering borders of China's Sinkiang, the Soviet Union, and Afghanistan's Wakhan Corridor (now occupied by Russian troops). And for India read Pakistan though the Indian border - also not an entirely friendly one so far as Pakistan is concerned - is

no great distance away.

The KKH has a reputation as the most dangerous road in the world and there are many living in the plains of the Punjab who, if they have reason to travel to Gilgit, the main Pakistani centre in the Karakoram, will only fly there - even if they have to wait a week for what is supposed to be a daily air service by small Fokker Friendship from Rawalpindi/Islamabad. A sensational flight, it lasts less than two hours against the 15 to 20 of the luridly painted buses, but the slightest deterioration in weather conditions or cloud base grounds the aircraft.

From south to north the KKH starts beyond Thakot, but it is not until near Chilas that the full horror of the road begins to disturb the mind. In reality the highway is a ledge that has been chiselled out of the cliffs hanging precariously above the muddy waters of the fast-flowing Indus River. From Besham Qais through Pataa, and on to Gilgit, the terrain changes from small cultivated patches between widely spaced pine trees to a true desert. In the 65-mile-long gorge there is no escape, and should falling boulders strike your vehicle and force you off the road, a deep and unseen grave waits in the rugged river or dragon-teeth rocks below.

And the KKH is the most landslide-prone road on earth. Nothing can compare with the daunting precipices of Nang Parbat and Rakaposhi, towering 25,000 feet or so above the impossible road and which threaten its existence every day. One arrives in Gilgit with a true sense of relief even though the little town may be shimmering in a temperature of more than 100 degrees F and flayed by oven-hot winds that pick up the heat from the baking rock faces that surround it.

First impressions of Gilgit are of a Wild West town - a long, low, straggling place, its wooden buildings and bazaars open to the dusty streets abuzz and awagewer with people of many races - Kashmiri, Ladakhi, Balti, Hunzakuts, Chitrali and Kirghiz; also, the pale-skinned Gilgits themselves, descended, probably, from the armies of Alexander the Great.

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EXTRA

The most dangerous road

continued

In the days of the Silk Road it was an important staging post on the route to Kashgar but it declined in stature until the nineteenth century when the British were ruling India. The mountains to the north were largely unsurveyed and the new rulers were aware of the Russian threat emanating from behind the barrier of the Karakoram and the Hindu Kush. Thus our forefathers, in strengthening their boundaries, came to Gilgit.

In 1877 an agency was established there, and though it suffered from tribal attack the township prospered anew, becoming, with its garrison of soldiers, the most isolated outpost of the British Empire. Today its bazaar is as lively as ever. Here the trucks roll in from China to deposit their rich cargoes of silk and it is from here that trucks depart too, transporting dried apricots, peanuts and almonds to Srinagar.

Beyond Gilgit the KKH increases in peril, its dangers compensated for by intense beauty; the oases of Nomai, Chalt, Nili, Hini and, the shangri-la among them Hunza, surrounded by the greatest sculptured landscape there has ever been. A journey that once took four days from Gilgit to Ahabad can now be made in a few hours - give or take the occasional landslide, rockfall or mud flash.

But it is the side valleys and their even remoter villages that must be seen to be believed. There is only one method of doing so, and that is by Jeep and on foot. In this manner I looked upon the hidden oases of Nomai, Chalt, Nahir and Diantar climbing - sometimes on hands and knees - the 125,000ft Diantar Pass.

In these parts the villagers are Gujjar nomads, their mud and stick villages summer-only habitations. The people are friendly and delightfully unspoiled by contact with European civilization and display every kindness to the visitor. In the summer months the hillsides are a carpet of exotic wild flowers.

To travel by Jeep on tracks that cling to sheer cliffs of granite is an exercise in fear. Mountain men make most casual drivers and their vehicles are not the best maintained, with tyres often worn to the rims. But their skill is not to be denied - though due more to luck than judgment. It was in this manner that we came to Hunza to stay a couple of days at its little capital, Karimabad.

Encompassing the north-western Karakoram, the Hunza Valley has been accorded effusive praise: "the ultimate manifestation of mountain grandeur" being one description. It was opened to foreigners only recently.



and it contained originally more summits of over 20,000ft than reach 10,000ft in the entire Alps.

Now the five-mile-long fertile plateau maintains a dozen villages among the multi-terraced fields, the growing of crops, as elsewhere, made possible by a complicated irrigation system.

The Hunza people are the most delightful folk I have seen in my good fortune to meet. Karimabad is dominated by its 500-year-old fort, falling into ruin but still striking. Once the home of the Mirs of Hunza, the former rulers of the once much larger independent state, the building stands close to the maw of the steep Ullar Nala which, in turn, dominates it. Surrounded by the gigantic bulwarks of the Karakoram, with the white-coated peaks of Allar and Rakaposh at each end, its orchards laden with apricots, apples and grapes, the terraces are a sight to behold. Karimabad is one of the most sensationally outstanding places I have visited on this earth.

North again to Passu and Shimshal and the great Batura Glacier. Here, some 70 miles from the Chinese border and much less from Afghanistan, the Pakistani army will call you to a halt. But it is no hardship to return to Hunza, which is celebrated throughout the world not only for happy people but long-lived ones, who suffer from few of the world's ailments and diseases. Living in such a paradise guarded by such mountains, its remoteness and the dangers of attaining it make for exclusive privilege.

To travel the Karakoram Highway and visit Gilgit, Hunza and the remotest valleys it is recommended that it be done inside of a party, part tour and part programme as that carried out by Exodus Expeditions. All Saints' Road, 100 Wandsworth High Street, London SW18.

Enjoying endless space

Dudley Wilson in Lapland

In *Land of the Midnight Sun*, by Paul du Chailu, the American traveller, based on journeys between 1871 and 1878, he asserts that two skills are essential to see the northern countries thoroughly: "How to travel on snow shoes (he means skis) and how to drive reindeer". Since then Scandinavia has given cross-country skiing to the world but reindeer driving is still confined to Lapland.

The world's only reindeer driving school (licences granted at the local hotel on passing your test) is at Pohjantunturi 30km from Rovaniemi, the capital of Lapland. Most visitors come to Lapland in summer but winter is recommended highly to Nordic ski addicts when trails can be illuminated by Wagnerian flashes of the Northern Lights.

Most Lapland roads today are smooth surfaced, most serviced by express buses and all routes have accommodation ranging from first-class hotels, more modest hostels to camp sites, huts and private rooms. None of this spoils Lapland, I am happy to report. Such advances simply make it easier for more of us to enjoy that seemingly endless space where forests rise to highland tundra in Europe's great northern lung.

Lapps prefer to be known as Sami, a word from their own language. Some 32,000 of them, many still roaming, are found in four countries, Sweden, Norway, Finland and the Soviet Union. All national frontiers, except the last, are open to tourists and to Lapps with their herds of reindeer. Sami retain their distant culture, colourful attire and pride. In summer their tents are often deserted until they return from the Norwegian coast where they gather with their reindeer.

A favoured spot is Mageroy Island, mecca for caravanners which return with North Cape stencilled on their windcreens and antennas led to their bums. Last summer saw swarms of Italians in particular heading northward outnumbering British registered vehicles about 30 to 1.

Rovaniemi, barbarously destroyed in 1944 by retreating Germans, has arisen from the ashes a clean, spacious city. We stayed at Hotel Pohjanhovi with striking views from dining and bedrooms over the rivers Ounasjoki and Kemijoki. Alvar Aalto masterminded the rebuilding in a shaped grand design. Two fine buildings of his, Lappia Hall, housing theatre, conference hall and museum, and the adjoining library with its superb Lapponica collection, constitute the cultural and civic hub. The hall's rippling roof contours are inspired by the rolling fells of the countryside around. The theatre, I noted, would present around Christmas time a version of Pooti Bear - how these British bears do get around! On Ounasvaara heights are held annual winter games (March) and the Midnight Sun Festival on June 23.

Rovaniemi's open market I found disappointing, and its supermarket marvellous: such smoked meats (reindeer naturally) and fish, such varieties of sausage, such berry jams, such displays of glass and even reindeer skins on special offer at just £10. All experts advise buying such a desirable article from a Lapp encampment or wayside stall. But we are delighted with our Sakki (the local equivalent I think of the Coop) of Rovaniemi supplies. The skins neither smell nor moult!

Even in design-conscious Finland beware of nasty power-cries-a-bred. We disliked reindeer, skin-bound victor's books but they could take factory films. Incidentally, distribute visitors' books everywhere for you to sign - we even found one tucked under a huge builder, once a bear's lair at Karhunkaivani.

For the best article I unhesitatingly recommend "Lappi-Tunturi" situated in a lovely log cabin and offering nationally graded pieces from silver, gold and leather. I treasure my carry-bag, pressed, knitted, elegant enough for opening letters, elegant enough to get fish. I Marlin's a fishery on Rovaniemi industrial estate should be visited for the much coveted pink to knives - the real thing.



Lapps prefer to be known as Sami, a word from their own language. They retain their colourful attire, culture and pride.

We reached Rovaniemi by car. This simple statement conjures up a terrific show of miles but we made it easy. Danish Seaways transported us from Harwich to Gothenburg and we motored through Sweden in sweltering heat to Stockholm to revel in the open-air life by lake and sea. We drove on board Fjilla Line's magnificent 26,000-ton Finlandia which outclasses all rivals except its replica sister ship, Fures, which is extraordinarily low. We sailed in cruise conditions through channels first passing wooded islands and the innumerable rocky islets. Dinner was from a gargantuan smorgasbord in an immense restaurant, and then we danced the night away. From Helsinki we simply took the overnight Motorail sleeper to awake in magical Lapland. QED.



Reindeer skins in Rovaniemi supermarket - at £10, a bargain.

From Rovaniemi the Arctic Highway strides through thickly wooded regions, passes lakes, bridges torrents, and rises to steeper, vegetated uplands. At Kauppi new hotels have opened up these grand fells for trail walkers and cross-country skiers when snow descends. We spoiled ourselves with an overnight at the luxurious Hotel Ivalo dining on reindeer steaks with morel mushrooms, cranberry pie, fat as dessert, to the accompaniment of modern rhythms for dancing from a lively band which brought in the locals from miles around.

We detoured to the Russian frontier to pick that rarest of fruits, the orange cloudberry under trees wearing yellow trunk bands to indicate a border zone. Ivalo is a good centre on the highway, with roads lonely and lovely leading via Svalbard to Kirkenes and through Utsjoki to Tanafjord. We chose the

newly-surfaced road to Kittila, picnicking on sandy beaches by Lake Paatri. At Menesjarvi we turned off, our progress regularly halted by reindeer wandering across the lane, to Lemmenjoki. For anyone seeking a truly away-from-it-all spot with mile after mile of unspoiled lakes, rivers and fells, this is an ideal choice.

Aslak Jomppanen runs a decent camp site, shop and cafe. He organizes trips on narrow, curved boats, these days outboard motored, to Ravadas Ganges waterfalls, river fishing or gold panning upstream. Panning for gold (I have specks of gold to show for my labours) is great fun for all but beware of gold fever, as I am sure there are no fortunes to make. There is challenging hiking too on the 531 metre high Joenklenne fell.

Returning to the Arctic Highway, we passed Lake Inari, a huge expanse with scores of creeks, and crossed the Tana River into Norway, heading for Finnmark's vidda and the Lapp towns of Karasjok and Kautokeino where SAS have built good hotels only recently. Towns and countryside seemed deserted, for most Lapps were tending their reindeer investments at summer pastures.

We topped whenever we saw parked trucks armed with buckets. Handfuls of bilberry and the single cloudberry were our reward. We descended from the Lappish plateau to the typically Norwegian and dramatically impressive coastal scenery at Alta. Undismayed by our huge mileage from home, one of our group simply hopped on an internal SAS flight back to city turmoil in no time. I motored a few miles to Oxford across from its sparkling glacier to catch the Midnight. The fabled coastline unwound before me as I deckchaired south. The Midnight is one of three new vintage express coastal steamers on daily services to coastal ports, Bergen to Kirkenes. She has fine cabins and appointments, good food and, for a driver's eye of distances, a drive-on car hold for 40 vehicles.

On this holiday I failed to reach Swedish Lapland but I will certainly return to explore the route of the Four Winds from Kilpisjärvi to the Gulf of Bothnia.

One vital piece of advice to intending travellers in Lapland - avoid the mosquitoes by making your visit in August when I saw, or, more to the point, felt very few. For sea crossings (cars and passengers) through to Helsinki contact Danish Seaways and for details of buses and trains (including Motorail) to Lapland, the Finnish Tourist Office in London who gladly send all kinds of leaflets helpful in planning. Fred Olsen are UK agents for Norwegian Coastal Express steamers.

EXTRA

Down among the high rollers

David Wickers in Atlantic City

On the Boardwalk in Atlantic City Where you can walk in a dream. On the Boardwalk in Atlantic City Where life will be peaches and cream.

Atlantic City, during its fashionable, 1930s prime, was the Queen of the Jersey shore resorts. You could spend your nights dancing to Glen Miller, Benny Goodman, Paul Whiteman, Harry James and Artie Shaw and, for daytime amusement, go and see horses that dived into tubs of water, watch cats that boxed like human fighters or sedately cruise along the Boardwalk in a wicker basket "roller" (and occasionally roll off the edge and onto the beach until they put up the guard rail). The Boardwalk was America's Mayfair, at least as far as the US version of Monopoly saw it.

But as the railways declined and cheap airlines opened up the rest of the country, especially Florida, and then the rest of the world, so Atlantic City ground to a sleazy halt. Its magnificent buildings decayed into ragged tooth molars and gangsters ran amuck, turning the city into the nationwide number one in seven major crime categories.

Today Atlantic City is on the map again. As a result of a statewide referendum held in 1976 gambling became legal and casinos have once more turned the Boardwalk into one of the country's hottest strips of real estate. Atlantic City is now America's most popular tourist destination. Last year its casinos welcomed 23 million visitors, a score that comfortably exceeded most other national attractions as the Empire State building, Disney World and Las Vegas, the other gambling Mecca. And last year those 23 million visitors lost \$100m.

Whereas Vegas is a distant, desert oasis, Atlantic City can draw upon a quarter of the entire population of the country who live within a day's comfortable drive. The high rollers, of course, come by plane; for those who agree to gamble a minimum of \$1,000, the casinos provide both free flights and bottomless bottles of champagne. But most people come by bus or drive down the Garden State Freeway and into the massive parking lots that surround the city in place of conventional suburbs.

There can't be many places on this earth where you can be driven to the seaside and get your fare money back when you arrive. I paid \$15 (return ticket) for the two-and-a-half hour ride from New York on one of the gambler junks operated by the casinos. They leave from various points all over the city, stopping off at neighbourhood candy stores to pick up passengers.

On a busy summer weekend there are so many buses piling into Atlantic City, from New York, Washington and Philadelphia, that the authorities put them into a holding pattern like planes at JFK Kennedy and tell them in, one at a time, to unload their hopeful cargoes at the doors of one of the nine casinos. On arrival they give you a voucher which you exchange for a \$15 fistful of neatly stacked and packed quarters. I blew the lot.

Other perks include free cocktails at the gaming tables and even luncheon vouchers. "We no longer give away dried foods on the serve yourself buffet." One of the chefs told me. "People used to come with empty bags and load up with turkey breast and such like before bussing home. That isn't so easy to do with spaghetti and meat ball sauce."

On first sighting the casinos are a question of "seen one, seen 'em all". Though a second tour round highlighted some insignificant differences. The biggest casino in town, Resorts International, was the first to be completed after the referendum and is housed in one of the few grand old buildings, the Reef having been sadly razed to the ground to make way for more efficient structures (the only way to see how Atlantic City used to look is to buy a bottle of Salt Water Taffy, a sticky, sticky candy, and admire the cover). The other casinos lining the Boardwalk strip are Bally's, Caesar's, Play-



Clients are warned against venturing away from the Boardwalk.

boy, The Tropicana and the Golden Nugget. Last year an unemployed cab driver from Pleasantville, New Jersey, won \$1.25m on the Golden Nugget slots (one-arm bandits) and, lest it be forgotten by the other punters, there are giant size facsimiles of his cheque gilt-framed on several walls.

Time is banned in Atlantic City. Inside the casinos there are no clocks, no twinklings of daylight and, most frightening of all, no obvious ways out so that you end up going round and round in circles, always within the magnetic field of the action. Each one boasts a gambling arena that looks as big as a football pitch, filled with the constant din of whirling mechanics which bells each time they pay out.

Wins also mean a slow metallic haemorrhage as the coins rattle two by two into the metallic trays. "Spit 'em out baby," cried Nora from Brooklyn, who was on her once-a-night excursion. She wore a glove on her right, pulling, hand and held a giant paper cup full of quarters in the left. I asked her if all the winnings would go back into the machine. "Hello, this will be my airfare to Chicago to visit my daughter," she said and I watched her put all those quarters back inside.

In Atlantic City the movie by Louis Malle, *Bart Lancaster* walks along the Boardwalk with his lady's fluffy poodle talking to his young hood friend "You should have seen the place when it had floy floy," he laments. "Now everything's so goddam legal." The way you lose your money in Atlantic City is tightly regulated. Casinos, for example, have to be hotels with a minimum of 300 rooms that high rise above the action, which isn't called gambling but the gaming. They must also, to give the city the airs of a family resort, offer city entertainment, with such "top line entertainers" as our very own Tom Jones.

He was due to appear in Reports, "a showplace like no place" on the day after I left town, in a

"sassy-sexy revue". I stayed at the Playboy which costs \$500,000 a day to run. Their headline attraction, according to a voice that filtered through the padded walls of the elevator each time I rode it, was "The Magic of David Copperfield". I took this to mean a leggy and ostrich-feathered Dickensian cabaret but I later learned that the David Copperfield in question was an illusionist, famed for having once made the Statue of Liberty disappear. He sounded like a dangerous man for a gambling (sorry, gaming) casino to employ. Had I been a high roller I could have enjoyed FRD status, meaning free room and board, but even though nobody was prepared to say exactly how much money one had to spend in order to be classified as a high roller, I did get the feeling that my \$15 of quarters didn't count.

Beyond the Boardwalk, the rest of Atlantic City is a dump that has enjoyed little of the enormous prosperity generated by the casinos. Lots of the junk operators warn their clients against venturing away from the 60-ft wide, wooden herringbone, the most famous from in the world, since street crime is rife. I asked the officials in the Visitor and Convention Centre how rife and all they would tell me is that it is worse in New York. Law enforcement officials, however, concede that Atlantic City is being leant upon by such illustrious figures as Little Nicky Scarfo, Thomas "Three Finger" Luchese and the Josephs, Bonanno and Colombo, who are threatening to turn the place into a "family" resort of a rather different nature to the original conception.

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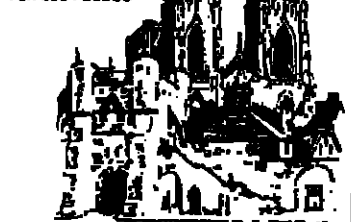
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Lynn George on the trail of Romeo and Juliet in Verona

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CAMPING HOLIDAYS IN CORNWALL. Contact: Mrs. Wendy Palmer, David Palmer Ltd., 20 Stonegate, York YO1 2AS. Tel: 0904 38563

We are passing Verona's Roman amphitheatre for the umpteenth time, rush-hour traffic careering around us, pondering how to crack the one-way traffic system to reach our holiday address in the city's ancient heart.

Once mastered, the next hurdle is how to park the car conveniently without having to lug luggage through the smart streets of Verona looking like a family of tinkers.

Later, as a strolling sightseer, you appreciate the tight parking restrictions and No Entry signs, for the way to discover historic Verona, a marvelously compact city, is on foot.

But a word of warning. Forget about finding your way by using shops as landmarks. The tastefully arranged displays are changed with such rapidity that you do an about-turn thinking you have wound up in an undiscovered bit of town.

Straggling the River Adige in North Italy, the city is a stunning blend of Roman, Medieval and Renaissance styles. An elegant old-fashioned city of carved busts, ornate lamposts, shaded courtyards and pink marble paving along which the promenading, stylishly clad Italians are easily distinguished from the average crumpled looking tourist. It is the only place where I saw a devotee of Bhagan, the Indian spiritual leader, wearing orange iridescent couture jacket and Guggi shoes. But there are several hundred devotees of another sort in Verona dedicated to the task of tracking down the shrines associated with the most popular soap operas of all time, *Romeo and Juliet*, whose doomed and tragic love of nearly 500 years ago envelopes the city in a perpetual romantic afterglow.

The story of these two young lovers sacrificed on the altar of hatred their families bore for each other existed for more than a century before Shakespeare discovered it.

The main outline of the story was first published in 1476 by Masuccio Salernitano, followed by the more embellished version of Luigi Da Porta in 1531 and Matteo Bandello in 1554.

The novella may well have vanished altogether if Shakespeare had not written HIS version in 1596 and raised it to a literary masterpiece with which unless anyone was raised in remote tracts like the Changthang of Tibet, we are all familiar.

Why has the story such widespread appeal? On one level it is irresistibly tempting to compare it to the universal popularity of a television series like



Dallas. Take away Shakespeare's scholarly veneer and strikingly similar emotions are being expressed: love and hate, grief and passion, life and death against the same appealing background of rivaling families of wealth and power. Sentiments common to all people at all times whatever creed, colour or background.

A good start to a pilgrimage is a red plush establishment with grandeur on the Piazza del Signor, an enclosed square of outstanding architectural merit, and public forum for cultural events. From you seat you can absorb its medieval atmosphere in between ordering coffee.

While history is hard put to muster any concrete documentation on the actual existence of Romeo and Juliet, we know from the poet Dante, whose marble statue dominates the square, that the rivaling Capulets and Montagues were certainly around.

He personally witnessed and later recorded their animosity during a stay in Verona as guest of Bartolomeo della Scala, Lord of Verona in 1303, when

the events surrounding the love and death of the couple are said to have taken place.

The family palace of the mighty Della Scala family who lorded it over Verona for more than a hundred years flanks the north end of the Piazza, and nowadays houses the Prefecture and the Tribunal. Adjoining the family residence is the small enclosure of the "Arche" as the tombs containing the remains of the Lords of the Scala family are known.

The oldest pyramidal sarcophagus is that of Mastino I, dating back to 1277 and the only one devoid of figurative element. The other especially for Cangraneo I, the most revered scion of the house, are positively bristling with spires, virgins and warrior saints - absorbing for those that like Gothic sculpture laid on thick.

Overlooking the shrines is the part Romanesque, part Gothic house where Romeo Montague supposedly lived. History tells us that the Montagues were the first family of Verona until the hostility of the Della Scala clan forced its members to abandon the city and settle in Udine.

The chances of Romeo and Juliet settling down to married life and living happily ever after were pretty remote given Verona at the time. The enmity between their two houses reflects the warring mentality generally in Verona. Always a border town, a vital link for the infrastructure of whatever state happened to be in power, Verona was continually at the centre of acts of aggression.

Bartolomeo della Scala tried unsuccessfully to reconcile the two families, but their hatred had taken such root that when the Capulets gave a banquet shortly after Christmas all the nobility of Verona were invited except the Montagues.

Believers of legend can imagine masked Romeo striding out after supper to gate-crash the feast and almost certainly crossing Piazza Erbe to reach Juliet's house. Built on what formally was the forum of the ancient Roman city, and flanked by medieval, Renaissance and baroque gems it is now the city's most picturesque square.

You can swiftly go through a reel of film clicking away at ancient characters on peeling balconies, pigeons lighting on the statue of Madonna Verona atop the medieval fountain, and the 14th century arched front of Casa Mazzanti which offers one of the few remaining examples of the custom in Verona of frescoing the houses, which led to it

become known as a "painted city". With equal dispatch you can rid yourself of lire buying fruit and veg under the white canvas umbrellas of the square's permanent market.

In one corner of the square rises the Romanesque Torre del Commune and for dulleheaded pilgrims a trip in its creaking lift eighty metres up to the octagonal belfry built in 1462 is worth the climb. The view from the belfry of the entire city affords. Here too are the most beautiful bells of Verona cast in 1557 by Alessandro Bonaventurini.

On terra firma again, a stone's throw away is the Via Capello and the mansion of modest proportions said to have been the home of the Capulets. Do not be fooled by postcards of a desolate courtyard, however. Unless you scale the ivy at dawn you are standing cheek by jowl with the rest of the flock gazing up at 11th century balcony trying amid the international bubble to visualize lovestruck Juliet softly sealing her trust with Romeo.

Thankfully on my visit the relatively quiet interior of the house provided a welcome retreat from the jostling fans outside. It has been faithfully recreated in 14th century style with a selection of ceramics and fresco decoration. Similar to several other of the city's monuments it is also enriched with fine examples of twentieth century graffiti. As well as the usual hearts, arrows and Pino E Lucia variety you can read more socially committed inscriptions like, "Oh Juliet, Wake up. Romeo brings you death. Feminism brings you life and lust".

The joiner is a bit late for sweet, unenamoured Juliet lies buried but not forgotten at the cloister of San Francesco off the Via del Pontiere. Here she was laid to rest in the family vault by the grief-stricken Capulets. Legend has it that Bartolomeo della Scala was moved to tears by Romeo and Juliet's death and took many Veronese to the crypt including the fathers of the couple who finally buried their differences over the bodies of their dear children.

Nowadays, the small cloister, dwarfed on all sides by urban development is a museum and popular location for photo sessions for just marrieds. On my visit I was caught up in a wedding party while the young bride and groom posed slyly on the side of the wishing well a few yards from the half shadows of Juliet's crypt.

However this will not normally apply unless the patient actually ends up in hospital.

An additional item which adults might also want to consider covering is the expenses incurred in Britain from an accident, such as the loss of earnings or the use of taxis to get to work when unable to drive. These are rarely in standard policies.

Having got the insurance cover right, be sure to keep the policy itself readily to hand: it is the first thing the doctor will want to see. And be warned, that it is not unknown for them to withhold their services, even from patients in agony, until they get cash in their hand, as the first £15 or so of medical treatment will normally have to be handed over to them. However they are less likely to quibble if they recognize the tour operator's name and a reliable insurance company on the policy.

It will also cover any additional expenditure incurred as a result of an accident. For example, the cost of visiting a patient in hospital could be anything from a short bus ride to a hefty taxi fare each day should there be no hospital on the spot - and the nearest could easily be many miles away.

If a claim is necessary it is very important to keep receipts for any spending to simplify the repayment later.

Should hospital treatment have to continue beyond the scheduled departure date, someone will probably need to stay behind in a car to accompany the patient home. Alternatively, particularly in the case of a child on a school party, a parent might want to fly out from home.

This will involve additional hotel costs, either repaid later or better still paid direct by the insurance company, as well as special travelling arrangements. These, usually sorted out by the tour company, could be something like additional airport taxes for somebody with a broken leg, or a private ambulance.

While nothing can really compensate for illness on holiday, a daily cash allowance can help to soften the blow.



Piazza Erbe, Verona's most picturesque square.

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MEDIA

Foreign intrigues

Brian Hill reviews EFL video courses

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English for Business Management
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Price: £270 UK, £290 abroad, including p&p, teachers' notes and workcards
The Guild Organisation, Oundle Road, Peterborough PE2 9PZ.
Video English
All formats available for videocassettes 1-3, 5 and 7; 4, 6 and 8 will appear in March
Price: £65 each plus VAT (£95 U-matic)
Teachers' guidebooks £2.25 each plus VAT
Macmillan Ltd, Houndmills, Basingstoke RG21 2XS.

By far the biggest source of EFL video courses is English by Radio and Television, a largely independent production unit of the BBC. Their newest series is a 13-part story called *Bid for Power*, in many ways the best thing to have come from this EFL staff.

Students are highly motivated by the fast-moving story line which combines glamorous, high-powered finance and industrial espionage. Apart from an occasional sync sound problem, the production and acting are polished and highly professional. The series was filmed in Cyprus, a beautiful backdrop for the intrigues of a National Development Agency and firms competing for rights for high grade silicone deposits. Much of the discussion is based on feasibility studies, cost-analyses, capital financing and profit margins, but there is also plenty of general English.

Bid for Power is really only accessible to upper intermediate and advanced students. (To make an appeal to the world market the plot cleverly introduces American and Cypriot accents, as standard English.) Within the programmes there is neither overt teaching nor specific help for those studying alone. This role is, in theory, taken over by the accompanying student books and cassettes. These are attractive and well-designed, but many of the activities do not relate to the programmes.

On videos and cassettes there is a regrettable omission of exercises for listening activities. The first drill practices prepositional phrases such as "connect the pipe to the tap" or "go down the stairs", the second speculates on what one character might have done after his arrival at the airport and only the third is directly related to the video.

The rich content of the story offers so many opportunities for reinforcement that the time spent on unrelated expansion exercises means the video's full potential may not be realized. However, if the teacher's manual is well written, £350 for the 13 television programmes is very reasonable indeed and, once purchased, they should provide excellent core material for years to come.

English for Business Management is a much more closely structured video course produced by the Guild Group in conjunction with English Language Training, Banbury. There are three tapes on the problems experienced by Romoflex, a mythical company in Africa.

Compared to *Bid for Power*, the story line is uninteresting and is no great improvement on some of the units in earlier BBC series, *The Better File*. For well-motivated advanced students, however, they make a good starting point with practice in language of persuasion, negotiation and command in business context.

Each tape is divided into two principal sections optimistically labelled "Drama" and "Teaching". The first section is made up of short, clearly labelled scenes, lasting two to three minutes, which illustrate, for example, a discussion of falling sales, advertising for a new manager, interviews, discussion of applicants. The second picks up some of the key words which are re-played with sub-titles. This is unadventurous but many teachers will be attracted by the simplicity of presentation and accessibility of the material.

The Guild course is backed up by a teachers' book and 27 "Teaching Aid Masters". The book contains a full and useful transcript of the videotapes and 30 pages of suggestions, some of which are too general and limited in range. The Teaching Aid Masters are basically worksheets for photocopying. They contain graphs, the text of an advert or a job application form. Closely linked to the video, these could form the core of useful follow-up work.

Truthful look

by Victoria Neumark

VIDEO
Am I Normal?
Boston Family Planning Centre
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Growing Up Female
Health and Education Council
All video formats
Price: £95 excluding VAT
Both films are also available on 16mm film
Educational Media International, 5 Bollesau Road, London W5 (tel 01-998 8657) or for hire from Concord Film Institute, 201 Felixstowe Road, Ipswich, Suffolk.

Both these films are excellent. *Am I Normal?* is a film about male puberty for male, pubescent. Despite its American setting it should be acceptable to British youngsters. *Growing Up Female* makes a companion piece, both concentrate on the social setting within which the biological details have to be discovered and offer an entertaining but truthful look at not just what happens but to whom it happens.

As Jimmy, endearingly underlined hero of *Am I Normal?*, remarks, "Nobody at school seems to know what's going on". To all his queries about erections, masturbation, wet dreams, body hair and, yes, feelings, his mates, and specially the wise-ass Driv, who's about twice his size and lead-macho, just crack up. Helpful information comes from a nurse, from a school doctor, from a sex therapist, who with homespun wisdom explains

that size is no measure of potency. It's quite an intimate film, though the ubiquitous diagram of male reproductive organs does make its appearance, elucidating why the penis "is not a bone". However, by including the expected snide laugh through the Tony character in the film itself, the film makers have usefully tried to defuse the embarrassed laughter which can stop the message getting across.

Growing Up Female is primarily about menstruation. It helpfully explains sanitary protection and menarche, skirts over contraception and pregnancy but omits childbirth - something in my experience about which there are just as many misconceptions. It is a bit stereotyped and pluggy in its presentation of the female sex, but perhaps that is disarming. It also hardly touches on what I remember as the real obsession of "growing up female" - boys.

Perhaps it would be best for both sexes to see each film. For just as *Am I Normal?* makes no mention of the female version, nor of babies, *Growing Up Female* skates past the male experience. Interaction with the other sex is consigned to a mysterious realm of "feeling sort of nervous" whose time has not yet come. Many if not most 13- or 14-year-olds are in some extent sexually active, so this is not very helpful. The girls whose plymate-party chat forms the substance of *Growing Up Female* certainly look mature. And, as their somewhat older sister, Anne points out, "even if you're only 12 you can have a baby".

briefings

For children

LISTENING CORNER
(Monday-Friday, 13.55 VHF4)
Ben Bazell reads five more stories to very young children about "Mr. Antonio, the Ice Cream Man". David Wilmet's character supplies ice creams to 84 airline passengers, gets a free ticket, visits relations in Rome and makes an ice cream birthday cake.
THINK OF A NUMBER
(Wednesday, 17.10 BBC1)
"In the Balance" sees Johnny Ball falling over himself to weigh almost any quantity with only five weights. He also encounters the laws of gravity whilst riding a bicycle on a tightrope.

Continuing education and general interest

THINKING IN ACTION
(Sunday, 10.30 BBC1)
Edward de Bono introduces six short programmes for those working in business and public organizations.
THE UNEMPLOYMENT INDUSTRY
(Sunday, 11.20 BBC1)
A series to outline current developments in training and education for young people. Begins with "Less Stick - Not Much Carrot" - the way one community school prepares pupils for the world outside.
THAT'S THE LIMIT
(Sunday, 18.30 BBC1)
Derek Griffiths aimably shows the problems of too much boozing.

THE WORLD OF COOKING
(Sunday, late night BBC1)
A series of films celebrating the traditional cuisine of eleven different countries. Here Laung Ting-Kee demonstrates Hong Kong cooking and shows the attractions of his country.

BE YOUR OWN BOSS
(Monday, 18.30 C4)
Henry Cooper continues his second series of programmes about the successes and failures of small businesses.

START THE TERM WITH LAURIE TAYLOR
(Tuesday, 16.10 Radio 4)
Laurie Taylor takes a critical look at Schools Radio in its 60th year. He samples the new Spring series and evaluates the help given to teachers in the developing areas of computing and electronics in schools.

CARIBBEAN LINKS
(Friday, 16.10 Radio 4)
Caribbeans living in Britain talk about their countries of origin, what they miss most, how they try to maintain links with their native land and how they themselves have changed.

LANGUAGE SERIES
A number of series begin their second term or repeat showing this week. "Greek Language and People" (Sunday, 10.55 BBC1) is repeated for viewers to see again how Chris Serie coped with both language and people. "L'Italia dal Vivo" (Sunday, 17.00 VHF4) begins the second term of programmes for those who have a basic knowledge of Italian. "Digamel" (Sunday, 17.30 VHF4) is a repeat of the second radio module of a beginners' course in Spanish. "Allez France" (Thursday, 23.00 VHF4) begins its second term of programmes for fairly advanced students of French.

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Fees for Workshop will be: Travelling expenses of Workshop Directors plus £150 + VAT for a full day or £75 + VAT for a half day or evening.

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Further courses and seminars will be held from May onwards. These will include, in addition to further courses and seminars in the above subjects, Video Production Stage III courses, a concentrated 2 week Diploma in Television Techniques course, and 4 day courses in Slide-Tape Production and Audio-Visual Techniques.

Japan co life

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Merton Road, Merton
London SW19 9NA
Head: Mr. J. Mervin
Tel: 01-424 4355
No. on roll: 651
Required for September 1984
to cover materials from a
vacant post. The post is
offered at Scale 1.
Applicants should be from
the Merton area and be
able to return to the
school by Friday, 20th January.
Please enclose stamped
addressed envelope. (151740)

Scale 1 Posts

Scale 2 Posts and above

Scale 1 Posts

Scale 2 Posts and above

Scale 1 Posts

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Scale 1 Posts

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Craft, Design &
Technology

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Scale 2 Posts and above

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Science

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SECONDARY HEADSHIPS

continued

SOLIHULL

EDUCATION COMMITTEE

THE ARCHBISHOP

RENTON Lane, Newbury

Head: Mr. J. Mervin

Tel: 01-424 4355

No. on roll: 651

Required for September 1984

to cover materials from a

vacant post. The post is

offered at Scale 1.

Applicants should be from

the Merton area and be

able to return to the

school by Friday, 20th

January.

Please enclose stamped

addressed envelope. (151740)

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SEC ECONOMICS

continued

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
 School Road, Langdon E6 2PS
 Head Teacher: A. Gault
 Tel: 01-554 8000
 RE-ADVERTISEMENT
 Required for September 1984.
 Substantial additional allocation.
 Apply by letter immediately, with curriculum vitae, names, addresses, and telephone numbers of two referees, to the Headmaster at the school. (153715) 133422

Apply direct to the Headmaster giving brief curriculum vitae and the names of two referees. Director of Education, Education Office, 385 High Street, Stratford, London E15 3SD. (153609) 132925

English

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT

KILBURN HIGH (MIXED)

SCHOOL

SALISBURY ROAD, NW6 6PE

(11-18 Social)

Priority School

Required as soon as possible

OFFICE SKILLS (Scale 3). A

candidate with a good knowledge of current practice in the subject area is sought. Informal enquiries and/or applications welcomed.

London Allowance of £987

per annum is payable.

Brent is an equal opportunity employer.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Social Origin. Age, Sex, Sexual Orientation, and from Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

Scale 1 Posts

AVON COUNTY

CHIPPING SODBURY

SCHOOL

SCHOOL ROAD, CHIPPING SODBURY, WILT. BA13 2JW

Tel: Chipping Sodbury

(Mixed Comprehensive 11-18)

Roll 1720

Required from Summer Term 1984.

Well-qualified Teacher of English (Scale 1) to join a team of teachers in the subject area and to contribute to the development of the school.

Further details and application forms returnable by 20th January, 1984.

Avert is an equal opportunity employer. (153621) 133422

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM

BARKING COMPREHENSIVE SCHOOL

BARKING ROAD, BARKING, ESSEX

Required for 27th February 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Social Origin. Age, Sex, Sexual Orientation, and from Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

BRENT

LONDON BOROUGH OF BRENT

KILBURN HIGH (MIXED)

SCHOOL

SALISBURY ROAD, NW6 6PE

(11-18 Social)

Priority School

Required as soon as possible

OFFICE SKILLS (Scale 3). A

candidate with a good knowledge of current practice in the subject area is sought. Informal enquiries and/or applications welcomed.

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per annum is payable.

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Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

DONCASTER

HALL CROSS

SCHOOL

HALL CROSS ROAD, DONCASTER, DN1 1JL

Tel: Doncaster 60425

Required for February 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Social Origin. Age, Sex, Sexual Orientation, and from Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

HUMBERSIDE

EDUCATION COMMITTEE

SCHOOL

SCHOOL ROAD, HUMBERSIDE

Required for February 1984

as soon as possible, to take over the subject area of English.

ENFIELD

LONDON BOROUGH OF ENFIELD

AUGUSTINE SCHOOL

WILKINSON WAY, LONDON N18 1JL

Tel: 01-554 8000

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Social Origin. Age, Sex, Sexual Orientation, and from Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

JERSEY

VICTORIA COLLEGE

SCHOOL

SCHOOL ROAD, JERSEY

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

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Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

LINCOLNSHIRE

CROWLANDS

SCHOOL

CROWLANDS ROAD, LINCOLNSHIRE

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

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Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

NORTHAMPTONSHIRE

THOMAS BECKET RC

SCHOOL

SCHOOL ROAD, NORTHAMPTON

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Social Origin. Age, Sex, Sexual Orientation, and from Disabled Persons.

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SALFORD

CITY OF Salford

EDUCATION COMMITTEE

SCHOOL

SCHOOL ROAD, SALFORD

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Social Origin. Age, Sex, Sexual Orientation, and from Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

WIGAN

METROPOLITAN BOROUGH OF WIGAN

WIGAN HIGH SCHOOL

WIGAN ROAD, WIGAN

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

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WILTSHIRE

WILTON

SCHOOL

WILTON ROAD, WILTSHIRE

Required for January 1984

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Scale 1 for maternity leave.

London Allowance £987 per annum.

Applications are welcome from candidates regardless of Race, Nationality, Ethnic or Social Origin. Age, Sex, Sexual Orientation, and from Disabled Persons.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

YORKSHIRE

WETHERBY

SCHOOL

WETHERBY ROAD, WETHERBY

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

London Allowance £987 per annum.

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Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

ZETLAND

ZETLAND SCHOOL

ZETLAND ROAD, ZETLAND

ENFIELD

LONDON BOROUGH OF ENFIELD

AUGUSTINE SCHOOL

WILKINSON WAY, LONDON N18 1JL

Tel: 01-554 8000

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

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SALFORD

CITY OF Salford

EDUCATION COMMITTEE

SCHOOL

SCHOOL ROAD, SALFORD

Required for January 1984

as soon as possible, to take over the subject area of English.

Scale 1 for maternity leave.

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Application forms (see) obtainable from the Head Teacher returnable within 14 days. (161631) 133422

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WIGAN HIGH SCHOOL

WIGAN ROAD, WIGAN

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Tel: 01-554 8000

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Required for January 1984

